December, 1957

American VOCATIONAL Journal

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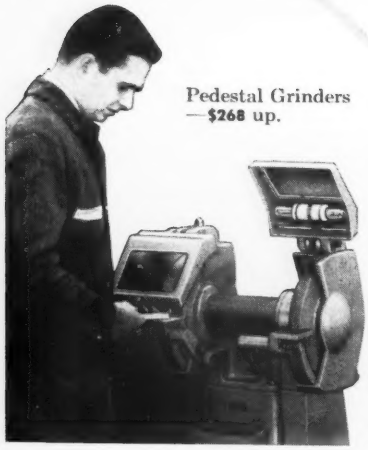

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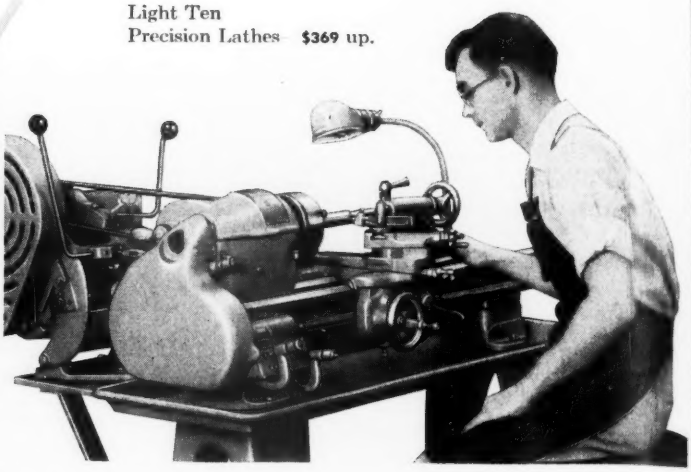

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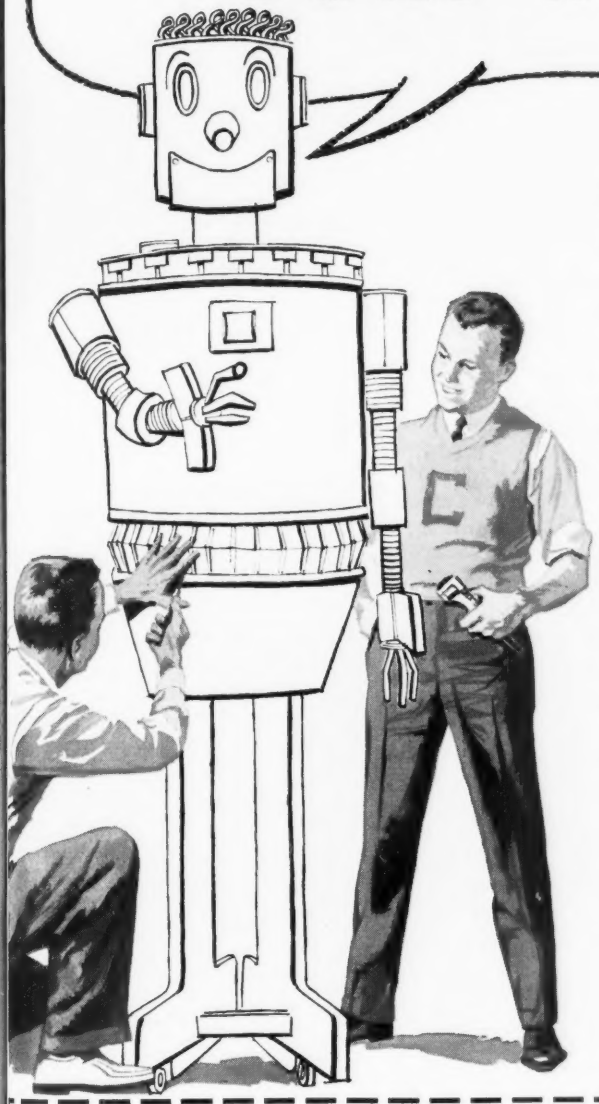

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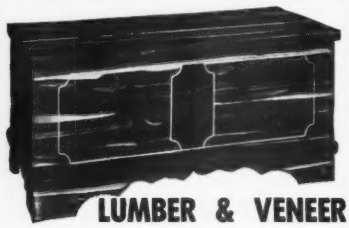

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COMMENT

At the First Annual Conference of the Department of Rural Education held in Denver October 11-12 the following resolution was unanimously adopted:

"We express sincere appreciation to the National Congress of PTA and the State PTA's, the American Vocational Association and the American Library Association for their continued interest in, and active support of, the Department of Rural Education. In return we pledge our continuing cooperation to these, our friends, and to all those groups, lay and professional, to whom we can make a contribution."

We have valued the effective and sincere interest of the American Vocational Association and of the various state vocational associations in the programs and problems of rural education. We anticipate that your interest will continue to be one of the most effective forces in the solution of our common problems for the benefit of all American education.—HOWARD A. DAWSON, Executive Secretary, Department of Rural Education, NEA.

* * *

"I want to express my sincere thanks and congratulations to you and to your staff for the very fine November issue of the AMERICAN VOCATIONAL JOURNAL.

"The salute to Minnesota is very well done. We hope sincerely that with the distribution of the JOURNAL to many people in Minnesota the story of vocational education will become much more meaningful and that through these stories we will gain friends and boosters for the vocational education programs. I feel confident that the November issue will be of great help to us."—HAROLD M. OSTREM, Director, Vocational & Adult Education, St. Paul, Minn.

* * *

The general make-up of the JOURNAL is greatly improved. The pictorial matter has been increased and improved. Above all, the contents seem more appropriate and helpful in providing professional leadership and inspiration.—J. F. INGRAM, Past President, AVA.

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THE COVER

The Journal salutes Louisiana, where ocational education successfully serves training youth and adults to earn a ing as well as to contribute to society useful citizens.

The State Capital building in Baton uge is semi-circled by typical scenes: l well drilling, industrial growth, giant nstruction, good family living, and ch farmlands.

Louisiana is famous, too, for the Mardi ras, wonderful food, a perpetually ld climate, the annual Sugar Bowl otball game, panoramic scenery, and ree great ports: New Orleans, Baton uge and Lake Charles.

W. J. Parent, State Supervisor of Agcultural Education, was the able coordinator of material for the feature at begins on page 8.

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The American Vocational Journal is published monthly, September to May, inclusive, by the American Vocational Association, Inc. Entered as second class matter at the Post Office at Washington, D. C., under Act of March 3, 1879. Contents copyright by AVA.

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All members of the American Vocational Association, Inc., receive the Journal; 25 per cent or more of membership dues reserved for Journal. Membership applications should be submitted through state vocational association secretaries. Order library and nonmember subscriptions at $3.00 a year from AVA, 1010 Vermont Ave., N.W., Washington.

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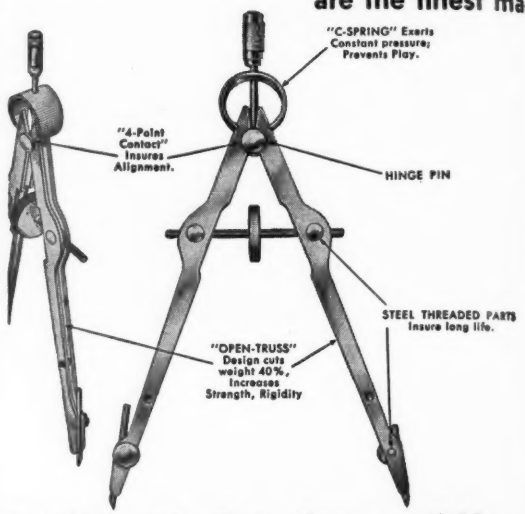
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Latest word

From PAKISTAN

▶ KARACHI, PAKISTAN—November 2. My work in Pakistan ended yesterday. The report and recommendations—comprising some 50 typewritten pages outlining a total program of vocational education for this new nation, has been completed. It has been an interesting and challenging experience.

In my entire career in making studies, surveys and reports for improving and developing vocational education in scores of states and communities in the United States and several foreign countries, I have never seen a country or political subdivision that needs a functioning, efficient program of vocational education as does Pakistan. Neither have I seen a country with more obstacles to prevent the development of a sound program.

One of the major obstacles is the entrenched academic system of secondary education designed solely to prepare youth for college entrance. This type of educational system is aptly described in a quotation in Muhammad Asad's recent book, "The Road To Mecca," in which a prominent Islamic scholar in describing the instruction to a certain group of students was quoted as having said:

"Yes, they gobble up all the printed pages from books that have been written centuries ago, but they do not digest them. They no longer think for themselves; they read and repeat, read and repeat—and the students who listen to them learn only to read and repeat, generation after generation."

▶ FAVORABLY IMPRESSED. During my stay in Pakistan I have been very favorably impressed with the splendid cooperative relationships that exist among officials of the government of the United States and Pakistan. Both American and Pakistani officials are devotedly working to strengthen the economy, health, and standard of living in this new nation. The people of Pakistan are friendly and intelligent. Their skill and art in producing exquisite rugs, ivory inlaid furniture, hand wrought artistically designed brass articles and intricately carved ivory are beyond description. These skills have been handed down from father to son and from master to apprentice throughout many generations. Their ability in this kind of work is indicative of their intelligence and their possibilities for acquiring other skills.

There is no doubt that one of the greatest needs in Pakistan is the development of a functioning program of vocational education. This will take time, but it must come if Pakistan is to survive as a free and independent nation.

▶ RECOMMENDATIONS. In my report I have recommended the development of a broad, comprehensive program including vocational education in agriculture, commerce, distribution, home economics, and trades and industry—with vocational guidance and placement an integral and important part of the program. Although my assignment is only in the field of vocational education, I have also recommended that industrial arts education be developed in the schools of Pakistan.

In order for this program to be put into operation I have recommended that ICA employ at the earliest possible date vocational education specialists in each of the major vocational fields to serve as advisors to Pakistani education officials. This in my estimation is a "must" if a program is to be developed. It will take quite a number of people to get this job done.

Most Pakistani educators are uninformed as to vocational education. They must be contacted over and over and made to understand how the program is operated.

Fortunately, the Head of ICA Education Division, Hoyt J. B. Turner, is among the very few American educators who have had training and experience in both general and vocational education and also college teaching experience in training teachers. He has good understanding of the functions of all phases of education and is thus well qualified to give guidance and direction to developments in this new nation.

► A PARALLEL? My experiences here during the past few weeks often brought to mind my early days in vocational education. I became a vocational teacher in January 1923 when the program was in its infancy. I remember how difficult it was to get school administrators and members of school boards to understand what we were talking about when we advocated the developing of vocational programs. Like the Pakistani education officials of today, they thought only in terms of preparing youth for college entrance. There was little concern for the masses who would never attend college. I had almost forgotten those days and that narrow concept of secondary education until I began to talk with Pakistani education officials. The United States has come a long way in its educational philosophy and practice since 1923 and has also greatly increased the standard of living for the masses. The development of vocational education and the increase in the standard of living have marched hand in hand.

In the United States 13 per cent of the population living on farms is producing more farm products than can be consumed domestically and marketed profitably in foreign markets. Never in the history of the world has a farm people increased production per man as rapidly as have the farmers of the U. S. Many things have contributed to this phenomenal development, but the major contributions have come through research and education—vocational education in agriculture in particular.

Here in Pakistan approximately 80 per cent of the adult workers are engaged in farming, yet they do not produce enough food to feed the people of the nation. Nowhere in the nation is there a program of vocational agriculture. If a nation-wide program of vocational education could be developed and operated, as it is in the States, they could in time produce all the food products needed with much less than 80 per cent of the workers. This would release people from the farms to work in industry and thus convert raw products to finished goods, which also would help raise the standard of living.

On our fifteen thousand mile homeward journey by way of the Pacific, we will make official stops for consultation with education officials in New Delhi, India; Bangkok, Thailand; Manila, Philippines. We look forward to the remainder of our trip in foreign lands, but we anticipate with greatest pleasure our approaching return to the United States.

► PROBLEMS AT HOME. As American personnel throughout the world assist other nations with the development of vocational programs, it is alarming for me, 10,000 miles from home, to follow the vicious efforts being made by certain U. S. groups—some greedy, some irresponsible—who are laying plans and spreading propaganda designed to eliminate federal funds for vocational education. It is strange, indeed, how people through ignorance or greed, whichever it may be—will try to destroy a program that has played such an important part in making America the greatest nation on earth. This is all the more alarming in light of the fact that Russia, through its ever increasing development of vocational and technical education programs, is rapidly increasing production of goods for foreign markets.

This is the cold war--which may hold greater dangers than the hydrogen bomb!

If we do not continue to increase the productivity of our people, which will never occur if our nation's program of vocational education is weakened, we will never be able to maintain our superiority in the production and distribution of goods and services. This would result in unemployment and would undermine the security and well-being of our nation.

My experiences in the last few weeks have made me see more clearly than ever before the greatness of America and the important role vocational and technical education has played in its development.

Executive Secretary and Editor-in-Chief

Applause

—to Florida State University for acquiring more than 0 books, periodicals and federal and state documents mprising collections of two of the country's pioneers vocational education.

The materials, all covering vocational education, are om the personal libraries of the late Drs. J. C. Wright d Lindley H. Dennis. Dr. Wright was long assistant S. Commissioner of Education in Charge of Voca- nal Education. Dr. Dennis was a member of the iginal group which drafted the Smith-Hughes Act and r 17 years was Executive Secretary of the American ocational Association.

The books are the gift of Mrs. L. H. Dennis, widow the educator, and Mrs. Nadia W. Zimmerman, daugh- r of Dr. Wright. University officials said the addition the gifts to what FSU already has "gives Florida State niversity one of the finest libraries of its kind to be und in any university in the country."

* * *

—to vocational educators in California for welcoming me Executive Secretary Dr. M. D. Mobley and Mrs. lobley. On the spot to do the job right were Mel Bar- w, Harold McCarter, and Lee Ralston. For results of eir fine arrangements—and more—see page 25. The VA Washington staff would have made its own con- ibutions to photographic coverage of the Mobley's re- rn to D. C., but revised plane schedules left us out. . . .

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Mr. Jackson is Louisiana State Superintendent of Education.

— *Guest Editor*

Shelby M. Jackson

LOUISIANA IS HONORED by the AMERICAN VOCATIONAL JOURNAL presentation of the story of vocational education in this state.

I believe in a total program of education and training giving opportunities to children, youth and adults so that they might learn how to earn a living as well as how to live as good useful citizens.

Vocational education is an integral part of the total education program in Louisiana. It is a type of education that reaches out to develop and improve people in business, farm, industry, and every other activity.

This training helps people become good employees, producers of goods and services, and creators of wealth as well as good consumers. It improves health conditions and teaches us to conserve and use wisely our resources; it builds morale and develops citizenship.

VOCATIONAL EDUCATION helps bring about better use of modern conveniences, increases income and purchasing power, lays the foundation for a healthier people, opens the way for a far more attractive and profitable way of life. It aids in developing strong, young people who can adjust themselves to everyday life and take their places as useful citizens.

There is a direct relationship between the knowledg and earning power. The buying power in our tota economy is affected by the educational level of our people It is well known that a person's earnings determine hi buying power. More pay enables him to consume mor goods and more services to improve his living standards Thus, the educational level of the people has a direc bearing upon the economic and social development o every community.

The state depends upon its soil and those who work it. The vocational agriculture program is important t our basic industry—farming. This program is making contributions to the development of our agricultura resources.

It is recognized that the strongest tie that binds human society is the family. Family life in Louisiana is being strengthened because many girls, young women, and adults are becoming better trained in home and family living through home economics.

Our raw materials could not be used to advance civilization were it not for trades and industries. There are 26 state-operated trade and vocational-technical schools making a great contribution to the economic development of Louisiana by training people for required occupations.

It is necessary to have proper distribution as well as good business services, and here the distributive education program is most important in preparing our people for the retail and wholesale fields.

PRACTICAL nurse training, developed all over the State, has rendered a great service in the caring for the ill and in the improvement of health.

Vocational guidance has been developed to help students choose their careers.

All other activities in connection with vocational training in Louisiana schools have made outstanding contributions to our way of life.

More people are receiving training in all fields of vocational education in this State than ever before, and our schools are continuing to develop programs to meet community needs and to make full use of our resources.

PEOPLE MUST be continually taught to help themselves and they must be given opportunities to develop the resources of the community and be successful in their various occupations. They must be taught the dignity of work and they must be equipped with the vocational skills they need to make their contributions to our economy. It must be realized that schools lay the foundation for the improvement of homes, communities, agriculture, industry, business, and government, and it is our duty to develop practical and functional programs of education for all.

In Louisiana, vocational education plays a role of state-wide importance. Only brief reflection on the growth of this great State will satisfy one that Louisiana —successful in business, agriculture, industrial developments, cultural growth and high standards of living— owes much of these accomplishments to educational developments in teaching people how to produce efficiently and to live in a democratic society.

The Journal Salutes

LOUISIANA

where vocational education leads to progress and high standards of living

FROM THE BAYOUS and Spanish moss in the south to the red clay hills in the north, the romantic heritage of Louisiana is manifest through its people, its natural resources, and its educational endeavor.

In the very heart of New Orleans' Vieux Carre (Old French Quarter), Jackson Square stands as one of America's most treasured historical shrines.

As the Place D'Armes, this square was the parade ground for the military garrison when, on December 20, 1803, to the roll of drums and the rattle of muskets, Old Glory was first raised over a domain comprising more than one million square miles.

This was the Territory of Louisiana, claimed for France by LaSalle in 1682, named for Louis XIV, settled by Sieur de Bienville and purchased from Napoleon for $15,000,000—about four cents an acre. From this Territory ultimately were carved Louisiana, Missouri, Arkansas, Iowa, North and South Dakota, Nebraska, Oklahoma, and most of Kansas, Colorado, Wyoming, Montana, and Minnesota.

BUT LOUISIANA had been French or Spanish for a century before it became a part of the United States, and on every hand remain rich mementos of those pioneering years when it was coveted by every major power.

In all, 10 flags have flown over Louisiana; the Spanish flag of Leon and Castile, carried by Columbus and DeSoto; the flag of Bourbon Spain; the Fleur-de-Lis and the Tri-Color of France; the British Union Jack; the U. S. flag of 15 stars and stripes; the Lone Star of West Florida; the flag of the Confederacy; the Independent Flag of Louisiana, the official state banner;—and Old Glory.

In Louisiana today, modern transportation, industry manufacturing, mining, business, and a progressive spirited population of 2,683,516 are in evidence throughout its 48,523 square miles. Three deep water ports and 700 miles of coastline provide an international market.

Deep in Dixie, fringing the Gulf of Mexico, Louisiana is endowed with more than a generous portion of natural resources. The Gulf, the gateway to our Central and South American neighbors, teems with the world's most edible fish.

Coastal marsh lands are a winter haven for millions of migratory fowl—a sportsmen's paradise. Fur-bearing animals so abound in these marshes that the pelts contribute materially to the state's economy.

The great Mississippi winds through the state into the marshes and out to the Gulf, nourishing rich delta farmlands. Abundant rain supports high yields, making Louisiana the nation's leading sugar cane producer in the extreme south of the state; second in rice production; national leader in sweet potato "yams" in the southwest; first in spring strawberry production in the Florida Parishes; abundant in cotton, corn, and other row crops in the central and northeast section; and green with pastures and timber crops throughout.

UNDERNEATH all this is the greatest storehouse of oil and natural gas per square mile of any state. Sulphur and salt deposits are enormous.

Louisiana, second in new chemical construction, is a petroleum-chemicals center, with some 3,000 manufacturers. Approximately $2,000,000,000 of new and expanding industrial construction since World War II has created about 65,000 new jobs. More than $1,300,000,000 of this expansion occurred from January 1952 through December 1956.

In a unique position of growth and development, Louisiana offers natural resources, ideal climate, and an ample labor supply—all widely demanded in our nation's expanding economy.

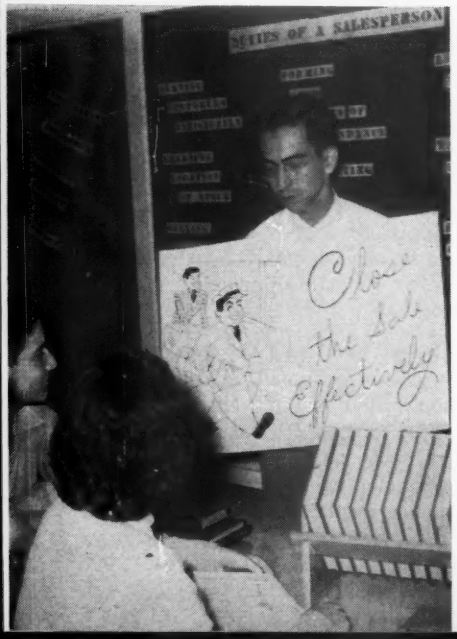
The key that unlocks the natural resources in any state or nation, turning these advantages to the betterment of mankind, is the educational base of the people. Louisiana recognizes this and provides educational opportunities at all levels.

Vocational education is an integral part of the public educational system. The Legislature, along with the Governor, the State Superintendent of Education and other leaders, realizes the development of natural resources depends upon an enlightened people, able to work at their highest potential.

LOUISIANA'S LEADERS have done something about this. They have provided a vocational education program in the public school system that is available to both youth and adults. The Legislature has supported the program with necessary funds, and big dividends in the form of a rapidly growing state with an ever increasing, higher standard of living has resulted.

DISTRIBUTIVE EDUCATION

DISTRIBUTIVE EDUCATION had its beginning in Louisiana during 1940-41 with the appointment of one supervisor and two itinerant instructors. The cooperative program started that year had 24 students. The two itinerant instructors conducted 63 extension classes for adults and enrolled more than 1300 people.



The high school program has grown steadily since then. Twenty-two high schools in 14 cities trained 863 students in 1956-57. The students earned more than half a million dollars while learning.

Surveys show that many who took distributive education in high school are now in supervisory and managerial positions in the communities where they trained.

In many cases, they are still with the business concerns that served as their high school training laboratories. In other cases, distributive education students now own their own businesses.

The program is being expanded, with increasing acceptance by business leaders. It is expected that within five years every city of 10,000 or more will have this type of training.

Expected expansion for distributive education into other high schools calls for more qualified teachers. One state college now offers a curriculum in distributive education for both undergraduates and graduates. This will be very helpful to local school boards.

THE ADULT phase of distributive education operates principally through the 26 area vocational schools and through local Boards of Education. Instruction is given by specialists from business, high school coordinators, college faculty members, and state training specialists. Courses conducted during 1956-1957 include salesmanship, basic and advanced, human relations and supervisory training, merchandise information, outside selling, fabrics, insurance, retail Spanish, business speech, financial institutions, savings and loan, fashion merchandise, food service, industrial purchasing, fundamentals of transportation, retail credit, and federal business taxes.

Real Estate Brokerage and Real Estate Law were first offered in 1956-1957. The response was such that this training is being extended to other areas. In two cities, more than 500 participated.

In all adult programs, 3,801 persons were trained. Plans are underway to increase that number by at least 50 per cent this year.

HOMEMAKING EDUCATION is offered in all parish and city school systems. In 1956-57 there were 731 teachers in 563 homemaking departments and 59,810 pupils. The program includes adults and out-of-school youth. A total of 116,261 were reached last year through organized and informal instruction methods. Membership in the 348 affiliated chapters of the Future Homemakers totals 17,816.

Day school classes include instruction in all aspects of homemaking from grade 7 through 12. Home and family living for senior boys and girls is also offered. There are no prerequisites for this course. The course is designed to give guidance in home and family living. Experiences that are started in the classroom and carried out in the home are an integral part of the program. A total of 71,151 home experiences were completed in all areas of homemaking in reimbursed departments last year. In non-reimbursed departments, 40,976 home experiences were completed. Individual conferences guide home experiences and help pupils with personal problems.

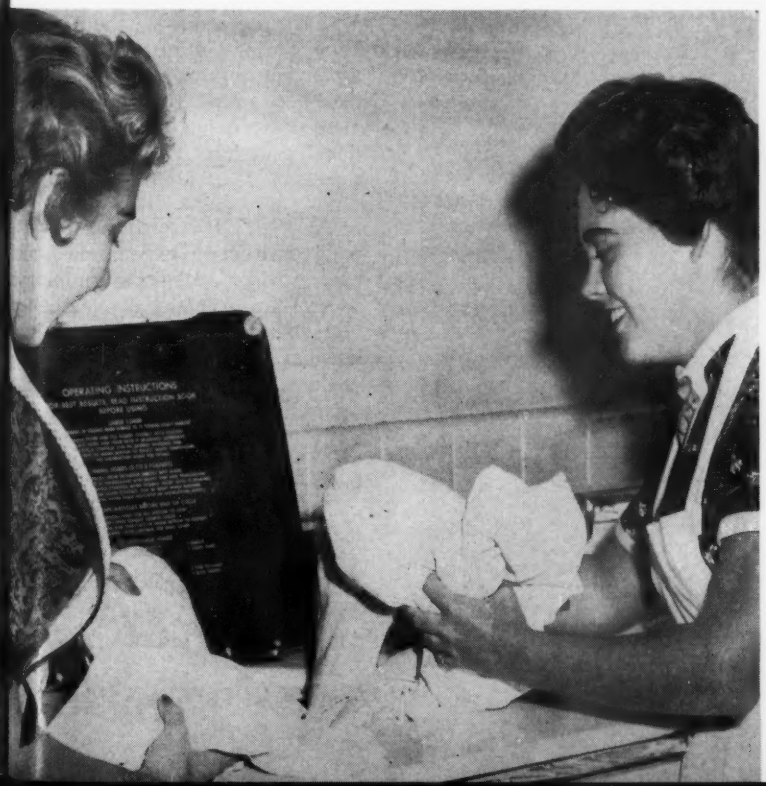
Home visits supervise experiences and help the teacher better understand families, their values, and problems they consider important.

THE EXTENDED PROGRAM offers additional assistance. The services of 196 teachers extended beyond the regular school term for 10, 11, or 12 months last year.

In 1955, a state-wide curriculum project was inaugurated with the goal —Every Teacher a Participant. The following school term all teachers in the 64 parishes and the three city systems were affiliated with an organized group for curriculum study. The progress report revealed excellent results.

The State Advisory Committee for Homemaking Education, organized in 1954, and composed of 16 elected teachers—four from each district—works with the state staff to improve and expand the program.

Vocational teachers are trained in seven colleges and universities. Student teaching is in off-campus centers in four of these institutions. Student teachers live and participate in the community during a nine-week period. The state staffs in homemaking and teacher-training cooperate in teacher education. For three years, these two staffs have worked on handbooks for use in improving methods, courses and experiences for student teachers.



THE STATE Legislature, through special appropriations, has provided funds annually since 1948 for the expansion and enrichment of vocational education. Homemaking classes have shared generously in these funds. In 1956-57, a total of $207,596.91 was provided for building new departments, modernizing existing ones, and adding to equipment and furnishings. Reference books, bulletins, films, film strips, and projectors have been provided.

One of Louisiana's 26 area vocational schools.

Trades and Industry

TRADE AND INDUSTRIAL education in Louisiana plays an important role in training new workers and upgrading employed workers. Flexibility must be maintained to offer the kinds and types of programs needed.

Vocational-industrial training is offered by 26 state-operated area vocational schools, Delgado Central Trades School, Rabouin Vocational School, and 11 parish boards of education. A total of 12,662 had training in 36 different pre-employment courses last year.

Extension training of those already employed is also vital. During 1956-57, training was given to 18,040 persons in courses such as fire control, industrial chemistry, farm mechanics, and supervisory techniques.

To train apprentice workers, the State Department of Education provides related technical classes for every indentured apprentice applying to the state-operated area vocational schools. Last year, 2,137 apprentices received such instruction.

INSTRUCTIONAL materials are supplied to the pre-employment and extension programs through the State Curriculum Laboratory. Qualified specialists in various fields are employed, and a production staff turns out the instructional material. Labor and management advisory committees greatly assist in developing functional teaching material.

Through the area vocational schools, supervisory training is offered to local industries. Supervisor development programs, available to small companies without programs, also supplement training in large companies. They are custom designed for a given industry and offer most important training. This phase of education will be one of the outstanding contributions of area vocational schools.

Four state colleges offer vocational-industrial teacher training in credit and non-credit courses. One conducts a correspondence course. Through extension services, clinical assistance meets the specific needs of instructors. Teacher trainers work individually with instructors in the shop or classroom during the instructional period. Immediate returns from this approach have been in better teaching methods, shop organization, and use of instructional materials.

TO FURTHER assist in industrial and construction expansion, Louisiana provides technician training in several area vocational schools. Special attention is given to industrial chemical laboratory technicians, civil engineering aides, and meter and instrument technicians.

Training for the fishing industries is being initiated by the Gulf Coast vocational schools this year. Courses include the operation of electronic, sonor, and other devices used in the location of the schools, methods of commercial fishing, and the preservation of catches at sea.

AGRICULTURAL EDUCATION

THE VOCATIONAL AGRICULTURE program began in Louisiana before passage of the Smith-Hughes Law in 1917. The State Board of Education authorized the agriculture program in 1908 and several parishes started it in 1909.

This training, part of the total high school program, is planned by the parish or city superintendent, the high school principal, and the vocational agriculture teacher—with the assistance of the local advisory council. The advisory council is composed of individuals in various vocations who are interested in building an outstanding program in their communities.

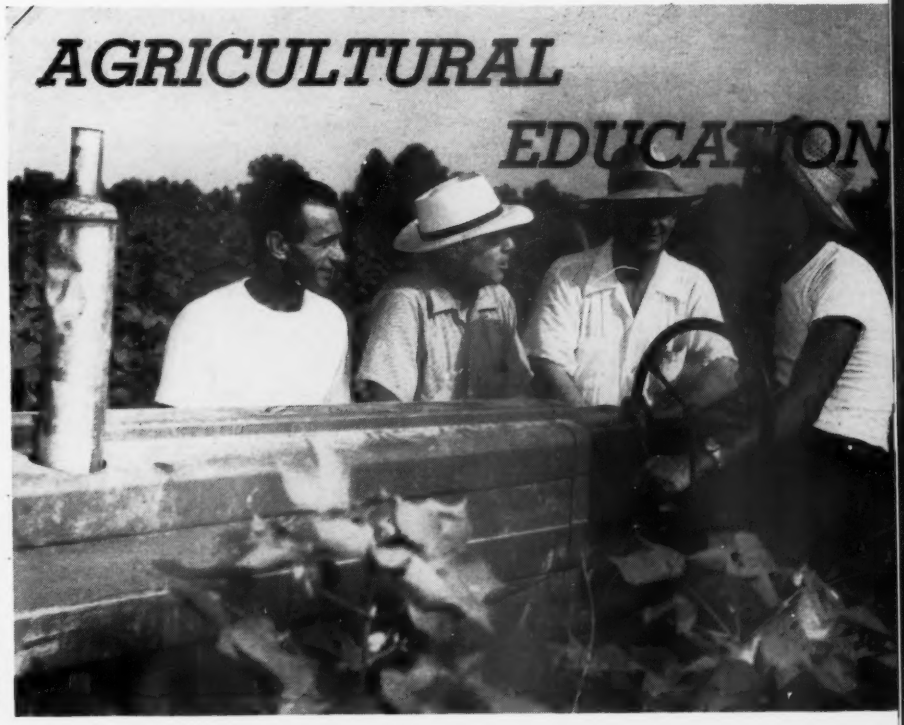
VOCATIONAL agriculture offers instruction to all-day high school boys 14 years of age or older. These boys have facilities on their home farms or other farms for carrying out supervised farming programs. Many continue such programs throughout high school. Those who become established in farming continue to receive supervision from the vocational agriculture teacher. Vocational agriculture education is offered in 310 schools in 57 parishes. Over 15,000 boys enrolled in the all-day program last year. Young farmer instruction, including a follow-up program, is also offered. An adult program assists those of more mature age who want to keep abreast of agricultural progress. Adult classes are organized and conducted on the basis of needs of class members. Fifty-five per cent of the vocational agriculture teachers offered young farmer instruction to 2,013 persons last year, while over 79 per cent of the teachers assisted 6,386 farmers in adult classes with their farm problems.

Louisiana's 238 Future Farmer of America chapters include 9,999 members. New Farmers of America have 71 chapters and 3,615 members. Louisiana has had one national FFA president.

TECHNICAL agriculture subject matter receives the emphasis of a full-time state staff specialist. Through a coordinated effort, much valuable assistance is given to teachers. The subject matter specialist works with teachers and staff in determining information vital to each area.

Many farmers have gone in for mechanized farming, entailing a heavy capital outlay. It is most important, therefore, that all-day students and young and adult farmers have training in farm mechanics so that they may be able to maintain and repair this equipment.

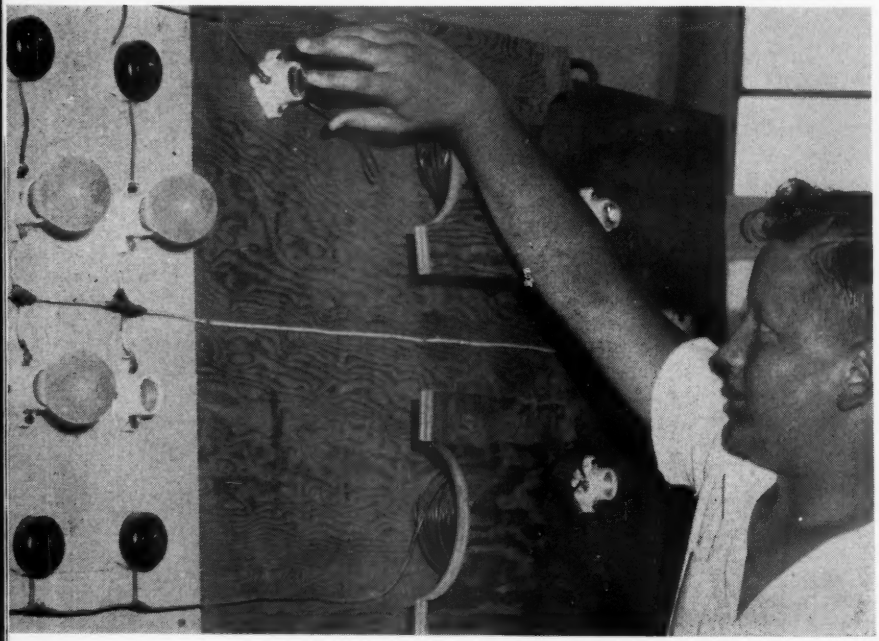
Through efforts of the farm mechanics specialist, in cooperation with the vocational agriculture teacher and area supervisor, many new farm shops have been constructed and equipped.



Industrial Arts

SINCE 1948, the industrial arts program has grown tremendously, not only in the number of departments, but in the type of programs offered too. The old manual training is out. Now, crafts are taught in the 7th and 8th grades on a rotating, comprehensive, general shop plan, and the secondary departments (grades 9 through 12) are taught in unit, comprehensive general, and general shops in a major area. Exploratory courses are taught in most major areas of industry.

Of the 487 senior high schools in Louisiana, 158 teach industrial arts. During the 1956-57 session, 23,859 students took industrial arts in 198 departments (158 senior and 44 junior high schools) employing 239 teachers. Elementary programs are taught by the regular classroom teacher, specially trained in elementary industrial arts.



TEACHER training institutions and state supervision are mostly responsible for improvements in the program. A special annual appropriation of $75,000 since 1950 has provided needed equipment for the schools.

Industrial arts is encouraged at all schools as a vocational guidance incentive and as a feeder to our vocational and technical schools

At a state-wide meeting of industrial arts students this fall, industrial arts clubs on local and state levels were set up.

Industrial Arts in Louisiana
Upper R., a project is assembled in woodworking shop. L., copper enameling is in the general shop area. Opp.: A Louisiana youth works in the electricity area, general shop.

Specialized Training

THE LOUISIANA DEPARTMENT of Education has approved and supervised appropriate facilities for training more than 100,00 veterans, most of them in vocational education.

Since 1945, approval and supervision of on-the-job training in non-apprenticeable occupations for World War II and Korean veterans under the GI Bill have been an important function of the state's Vocational Education Division. More than 20,000 have been trained through this federal-state program. More than half have completed their training and now work in the same or occupations similar to those for which they were trained. A recent survey shows average earnings went up $52.67 per month per man after this training—a total productivity increase of more than $10,000,000.

More than 24,000 veterans have received Institutional-On-Farm Training through the public schools in the past 12 years. Many have successfully established or re-established themselves as farmers—the principal objective of the program. More than 4,000 enrolled as tenants have since purchased their own farms and homes. Productivity on thousands of farm acres has been increased greatly through improved practices and techniques. Many new and modern farm homes have been built, others modernized. Live-at-home programs have been developed and expanded. The net worth of these trained and progressive farmers has increased many fold. Many trainees have won high honors in agricultural competition. Full utilization has been made of services available through local, state, and national agricultural or related agencies.

MANY OTHER veterans have received instruction and training through programs in trade and industrial education, distributive education, adult education, and other fields.

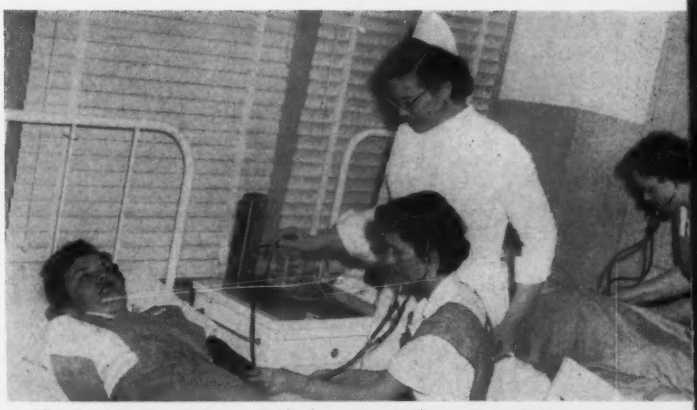
Louisiana schools satisfy a vital need through over 100 school-community food preservation laboratories. These centers, with facilities for slaughtering, chilling, curing, smoking, canning, and freezing were used last year by 25,269 families to provide nutritious diets for 89,876 family members.

Training in food production, preservation, utilization, and related subject matter areas is fostered particularly by the departments of home economics and vocational agriculture. Last year, 44,605 youth and adults attended organized classes.

Food processed by families for the school lunch program totaled 10,687,581 pounds, contributing to better health and local economy, as well as improving the diets of school children.

The nutrition education program is planned and carried on as a part of the total educational program from the first through the twelfth grades. It is correlated with language arts, science, social studies, and mathematics, to stimulate activities related to the daily life of boys and girls.

NOTED PRACTICES indicate that much progress is being made in the nutrition education program.



The Louisiana program includes practical nurse training.

Specialized training offers institutional-on-farm work . . .

and refresher courses in food processing and preservation.

ANIMATED HEADLINE: Two Grandview, Mo., FHA officers and their C-D poster.

THERE'S ACTION for civil defense in homemaking education programs throughout the nation, according to replies to a recent informal inquiry made of State Departments of Home Economics.

A review of activities reported seems to indicate three goals are being accomplished: to interpret civil defense, to develop an awareness of the need for emergency preparedness, and to develop skills.

A few of the activities designed to accomplish one or more of these goals are presented here. But this summary is by no means a complete picture of all the work being done, or of all the activities still untouched.

In Montgomery City, close to St. Louis—a prime target area, a growing interest in civil defense needs has developed. Homemaking girls were interested in meeting the recommendation of one person trained in home nursing in every family. The first home nursing pilot study was done at Montgomery County R-II High School. (Other pilot studies are to be carried out in Maryland, Alabama, and Nevada.)

Fourteen one-half hour films were shown to 173 girls in the high school. The viewing was followed by doing, as the girls attended one-hour practice sessions over a five-week period. These practice periods, held in home economics and physical education classrooms, were supervised by Dixie Ebersole, homemaking teacher, and Grace Geisendorfer, physical education teacher.

THE GIRLS worked in teams of four to demonstrate to others what they had learned from watching the television demonstrations and studying the nursing textbook. One student acted as a patient while another played nurse. A third student explained what was being done while a fourth evaluated the practice period.

Students learned what to do when illness struck in the home and how to recognize symptoms and report them correctly to the family doctor. They learned how to read a thermometer, give a bed bath, control the spread of communicable diseases and use improvised sickroom equipment made from household articles.

The course taught 32 basic nursing skills with the aid of visual aids, practice sessions, and the Red Cross Nursing Handbook. All 173 girls at Montgomery County R-II received Red Cross Home Nursing Certificates for completing the course.

Grandview, Missouri, Future Homemakers made a door-to-door survey to discover families who would need help in case of an air attack. They also found out who would have space to accommodate people, and who had old or crippled people who would need immediate attention in time of emergency.

In Texas, homemaking teachers work with adults in the home and family life program through organized classes, home visits, workshops, neighborhood get-togethers and consultation. They teach areas related to civil defense: family food supply, family protection, safety in the home, and home care of the sick.

THE TEACHERS also work with community groups and organizations interested in home and family living and civil defense. They plan programs and serve as leaders for study groups; develop programs for meetings; set up reading centers of reference materials in civil defense; plan and set up Red Cross courses in home care of the sick; locate necessary equipment; and make the homemaking departments available to adults.

Teacher training institutions contribute to the program through preservice and inservice training of homemaking teachers, research, and the preparation of materials related to homemaking and civil defense.

Home economics teachers and students in South Carolina cooperate with city, county, and State Civil Defense committees in promoting programs in emergency preparation, first aid, and safety in the home, school, and community. Such programs are planned for meetings of local Junior Homemakers Associations, adult and youth home economics classes. Mrs. Mary Stockman, Chapin home economics teacher, the officers of the Junior Homemakers Association, and the local civil defense chairman planned cooperatively a program in civil defense. Members of the city council participated in a panel and discussed individual and community responsibility in emergencies.

Exhibits typical of many states were used by the Piedmont Federation of Virginia at the Danville Fair. The theme was *Enriching Home Life Through Our Contributions to Civil Defense*. Eight phases were emphasized—Safe Food Supply, Clothing Precautions, Emergency Action to Save Lives, Personal Sanitation During Emergencies, Make Your Family a Team, Prepare Your Shelter, Strong

Family Morale, and Home Care of the Sick. *Grandma's Pantry* received special emphasis in Maine.

Several states report developing their own safety and civil defense materials for use in in-service education. Extensive use also is made of the many films and publications available from State and Federal Civil Defense Administration.

STATES ARE taking advantage of the opportunity to use radio and television as means of informing and teaching. Benton, Illinois, homemaking students wrote and presented a radio program in *Home Safety and Civil Defense*. Television serves as a medium for demonstrations and illustrated talks on home nursing, improvised equipment, and child care.

As other states, Arizona reports inviting trained personnel to class and Future Homemakers of America chapter meetings to discuss various phases of civil defense, individual responsibilities, and opportunities for volunteer work. Other states report distributing civil defense leaflets in the community, setting up reading centers, showing civil defense films, and participating in Ground Observer Corps. In Texas, students made surveys of homes, stores, and schools for safety hazards and took part in their removal. Many FHA chapters prepared and were responsible for first aid rooms or kits at school. Members presented programs during school assemblies and before civic groups, often writing the scripts for skits. Favored morale builders are families-together projects, learning to entertain children, making and using recreation kits.

Homemaking training to meet emergencies already has been tested in many states devastated by hurricanes, tornadoes, blizzards, or floods. After the April tornado, Pembroke, North Carolina homemaking students assisted Red Cross and Civil Defense Units by preparing and serving food, and issuing clothing at emergency centers. Following the flood in the Putnam area, Bernice Borse, homemaking teacher at Putnam, Connecticut, wrote that many of her students had been victims of the disaster. Homemaking girls visited the clothing collection centers, selected garments, and renovated them successfully for themselves and others.

In North Carolina, home experiences of some students include planning and carrying out home protection exercises and building and equipping first aid cabinets.

Action for civil defense spells preparedness to Beckville, Tex., FHA-ers where a student-teacher team shows how to make improvised equipment at home.

Homemaking students at Batesburg-Leesville High School, South Carolina, learn how to care for the sick with help from teacher Willie Trotter.

BOTH YOUTH and adults in homemaking, who participate in organized groups to promote an intelligent understanding of civil defense, train or become trained in some phase of the work. Barbara Schrader, Future Homemaker from Seaman, Kansas, served as member of the Kansas Civil Defense Board for Youth. The Texas Youth Civil Defense Advisory Council held the first state level defense meeting in the nation last year with representatives from 4-H Clubs, American Junior Red Cross, Future Farmers, Boy Scouts, Girl Scouts, educational clubs and Future Homemakers. Milda Kusler of Beulah, North Dakota, who represented the national FHA as a member of the first National All-Youth Conference on Civil Defense, made recommendations for youth activities in state and local communities. Teachers serve on local civil defense committees. State home economics staff members are on State Women's Advisory Councils for Civil Defense. Mrs. Thelma L. Graper, Consultant, Homemaking Division, Michigan Department of Public Instruction, and Chairman of the Michigan Rural Safety Council, cooperates with civil defense programs.

Definitely, there is action for civil defense in homemaking education programs in our nation. A continued challenge lies in keeping this action realistic, expanding, and a vital *part of* the total defense effort of each community and state.

Mechanize M

How McD e

NOW, AS NEVER BEFORE, coal mining in Southern West Virginia offers placement opportunities for well-trained vocational school graduates. But, as placement opportunities increase, fast changing methods of coal production multiply training problems.

McDowell Vocational School, in one of the world's largest coal producing regions—McDowell County, W. Va.—prepares for the opportunities offered to its young men by providing mining skills that make them valuable workers. To appreciate the importance of such training and placement, one need only realize that in the southern counties of the state — McDowell, Wyoming, Mingo, Boone, Logan and Mercer—coal mining is the one and only industry.

Operated largely by unskilled labor a few years ago, this industry is now replacing the unskilled and semi-skilled with complex machinery. Today, only 12 men work on one section that formerly required 40 workers. Another section that once was operated by 18 men and a foreman now uses a skeleton crew to produce even more coal.

Mr. McCourt is Supervisor, McDowell Vocational School, Welch, W. Va.

GO TO THE working face of a modern mine, deep in the black tunnels of the earth where coal dust is so thick a bright light is dim at 10 feet, if you want to see a new, continuous mining machine clawing up coal like a giant mole. Then you will understand what is meant by push button mining. You will also realize that mechanics who operate this machinery must be well trained.

What does mechanization and automation mean to vocational schools in mining areas?

It means that jobs are decreasing in number, but every required worker must be skilled.

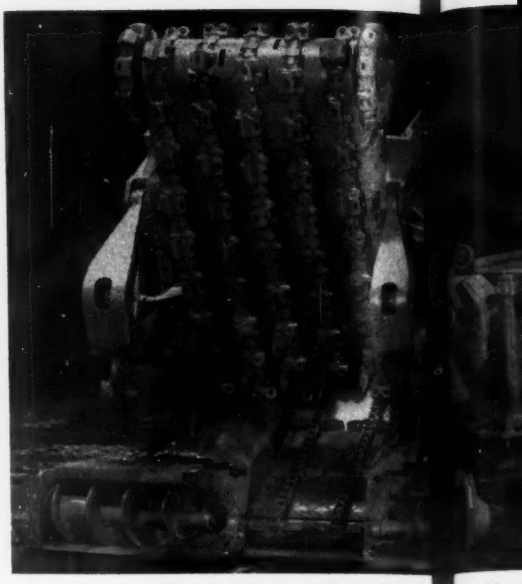
In no other industry does equipment get such hard usage and abuse —abuse that is often the result of a lack of appreciation for equipment and a lack of skill and technical knowledge.

This means more training and placement opportunities. It means more of our graduates will go into the trade for which they are trained. And it means training must be such that each new employee will be able to produce his first day on the job.

All this poses many training problems and the first is the shortage of skilled men who can qualify for industrial teacher certificates in any phase of mine equipment maintenance. Making this headache doubly severe is the great differential in salaries paid for industrial teaching and for similar skilled work in mining. To be effective, much of the training must be done with mining equipment that is difficult to obtain. Purchasing is impossible for county school boards of education in many instances and industry-lending is difficult because many companies do not have spares.

Since 1950, we have emphasized our welding department under the leadership of Joe Bowen, instructor —not for the sake of welding alone but because every mine mechanic must be both a welder and an electrician. Twenty-five per cent of all mining repair is welding and a large percentage is original fabrication.

MR. BOWEN specializes our students not only in arc welding, manip-



This is the type of equipment Joy Man thousands of dollars, that the m cDowell

...Joy Manufacturing Co., and quoted at many ...cDowell trains today will work on in the future.

...eMining—

...well Trains For Jobs

by Okey McCourt

ulation and theory, but also in oxy-acetylene welding and flame cutting. He picks every opportunity to teach repair and maintenance so that our graduates will be of immediate benefit, once employed. This has resulted in continuous placement.

Typical is Harry Bracewell of Anawalt, W. Va., a '54 graduate who is employed as a welder-mechanic by U. S. Steel Corporation at Gary. This company alone has hired 36 of our welding graduates since 1952. Dozens more are working for other companies. All employers agree that a McDowell-trained boy is an asset wherever he works.

J. L. Kirk, Jr., and Walter P. Sowers, owners of the Pocahontas Welding Supply Co., Bluefield (distributors of welding equipment and supplies through the mining area) have had a rare opportunity to see the type of maintenance to be done and the need for trained mechanics. They observed McDowell Vocational School efforts to train and place mine mechanics and they set out to help with three short-term annual scholarships to high school seniors in welding departments. Competition for the scholarships, valued at $300 each, has been keen and the effect remarkable.

Each June 1, the scholarship winners are sent to Hobart Trade School, Troy, Ohio—a foremost welding school. For 30 days these young men, certified as good welders by the West Virginia Department of Labor, are specialized in high pressure pipe and heliarc welding before their entry into industry. It is not the scholarship alone that makes competition so keen, it is also the fact that the sponsoring industry guarantees the winner a good job when he has completed the course.

THE FIRST WEEK of May the company is host to heads of industry at a banquet in the Vocational School. In 1956, there were 150 guests from a five-county area. From previously given tests and the work of the contestants on exhibit, a judging team from industry selects and announces the scholarship winners. Industry meanwhile gets a look into every department of the school and at an exhibit of student skill. It is commonplace for students to be employed on the spot.

EVERY SCHOLARSHIP winner in the last five years is employed in the trade for which he was trained. With the exception of one, all are in mining.

Gordon Lawhorn, who owns this tow-truck, one of five in the nation, says he's learning much about business management through attending the clinic.

DE and Small Business

by John Perreault

SMALL BUSINESS AS an economic institution is as old as the Jamestown settlement and as American as the Washington Monument. It is the father of the corporate system rather than the dependent. Strong healthy small businesses perform certain functions which are vital to our way of life.

They help to keep free enterprise free and competitive. They "decentralize" economic and employment opportunity. They provide a high degree of stability and opportunity for the evolution of new ideas. They meet local needs and situations that cannot be otherwise served. They constitute, in many instances, the final link in the chain of production and distribution.

Despite this recognition of the importance of the small business function, until very recently, little was being done to assure the perpetuation of small business as a system. Fortunately some economists, statesmen, and educators have looked at the small business man and his problems with appreciation, sympathetic understanding, and a determination to help. Vocational educators were prominent among those who fostered appropriate action. Here and there, isolated efforts began to take on the semblance of a planned program based initially on the needs of a particular community, but later blossoming into a state-wide and national significance.

One such community was Richmond, Virginia. Its program dates back to the year 1946-47. This is the specific story of the Richmond Small Business Clinic which is one of a number of similar developments.

LARGE BUSINESS faces the daily perplexities of doing business with a host of specialists who, by training and experience, are prepared to make decisions about anything from locating a new plant to settling a legal involvement. This is what is sometimes referred to as *Management in Depth*. Even with such talent at the helm, mistakes are made. Probably because of the size and scope of the organization such failures can be absorbed by the corporate body and the subsequent shock distributed and resisted.

The small business man, on the other hand, does not generally have specialized management assistance. In many instances he is his own board of directors, making all decisions—for better or for worse. Because of limited resources he can ill afford to make even a single costly mistake. Year after year analyses of business failures by such agencies as Dun and Bradstreet emphasize the fact that lack of balanced management, or a lack of sufficient time to give attention to all of the functions of management, has been the outstanding cause of small business failure. This fact offered a distinct challenge to vocational educators in Richmond in the year 1946-47.

At this time many veterans were returning from the service with newly developed skills. Their military training in technical fields could now be re-directed.

It soon became apparent that many of these men were more skilled in operational and technical fields than they were in administration or management. Many, working as much as 12-14 hours a day, were losing money—and didn't know why. Yet some of the cost factors were so apparent to the trained eye it was surprising that they could be overlooked. Overhead was frequently far out of proportion to the size and nature of a particular business. Advertising was done on impulse rather than by plan. Funds were tied up in excessive fixed assets leaving little or no working capital. Records, where they existed, were incomplete and frequently inadequate. The plight of these men led the distributive education staff to wonder if similar conditions prevailed in non-veteran operated small businesses.

A COMMITTEE of interested persons representing the Richmond Chamber of Commerce, the City License Bureau, the U. S. Department of Commerce and the Richmond Public Schools met to formulate a plan for assisting the small business men of the area with these and similar problems. The Small Business Clinic was conceived and became operative in the fall of 1947 under the direction of the Division of Vocational and Adult Education of the Richmond Public Schools.

The approach is based on the idea that the man who is aware of business pitfalls will avail himself of aid and information. He will be less apt to become a casualty statistic than the man who walks on unfamiliar roads—blindfolded.

The groundwork of the program is laid by a careful analysis and discussion of the common hazards and causes of business failures. This discussion is documented with statistical reports and case history citations. Harry M. Meacham, Richmond District Manager for Dun and Bradstreet, lends the weight of his authority and dynamic personality to this and other phases of the program.

Mr. Perreault in City Supervisor of DE, Richmond.

The initial session is followed up by a series of seven meetings at weekly intervals. Business and professional leaders in the community serve as resource specialists for these discussions. An attorney, a panel of trade association executives, a banker, an accountant, an advertising executive, and a government representative join with the program-coordinator to assure an up-to-the-minute, vital presentation. The sessions follow a predetermined pattern but the discussion is spontaneous. The broad areas covered are listed here.

Small Business Hazards: Characteristics of American Economy, characteristics of small business, problems of small business, underlying causes of failure, how to avoid the pitfalls.

Legal Relations: Types of business organization (proprietorships, partnerships, corporations); the partnership agreement.

Sources of Aid and Information: Big business and specialized management, limited internal resources of small business, scope of outside aid.

Successful Financial Management: Divisions of business capital, conservation of working capital, hazards associated with working capital, sources of business funds, the banker and the small business man.

Record Keeping and Finance: The need for records, basic records needed, data to be provided by records, how to establish records.

Advertising and Promotion: Advertising appeals, attributes of a good advertisement, reasons for advertising, newspaper advertising, radio as a medium.

Human Relations in Business: Internal morale, relationships with resources, public relations, customer relations, conclusions.

Meetings are conducted without text books, home assignments or examinations. Theory is played down. The accent is on the genuine daily problems of management.

IN 1949 THE RICHMOND Junior Chamber of Commerce became interested in the accomplishments of the clinic and offered the services of its membership as salesmen or spokesmen for the program. Since then, the organization has promoted the clinic as an annual educational project.

The Small Business Administration was established in Washington in 1953.

Richmond was among the fortunate communities in which a regional office of this agency was established. Another great resource was thus added to the program. Representatives of the Small Business Administration have been consistent in their interest and assistance.

Approximately 1,300 Richmond area business managers have now had the benefit of the clinic's training and direction. Participants are the best salesmen for succeeding sessions.

During the last three years the Richmond program has broadened the scope of its operation. There are now two distinct offerings yearly. The first, offered in the fall, is called *Establishing and Operating a Small Business.* This is followed by a spring series of ten 2-hour sessions on *Increasing Profits in Small Business.* This advanced series includes such problems as determining trade potentials, developing sales and service policies, taxation and licensing regulations, promotional campaigns, small business protection, succession and expansion.

THROUGHOUT THE State of Virginia and as a result of the far-sighted leadership on the part of the State Supervisor of Distributive Education, Miss Louise Bernard, there has been created an atmosphere in which coordinators from many communities are kept informed of what is developing in any given locality.

In many instances Richmond coordinators have been invited to visit with advisory committees and build up enthusiasm for the project in other communities. Danville, Virginia has already completed two outstanding clinics on *Establishing and Operating* level and is currently laying plans for the advanced program. Newport News has had so many applicants for its initial series that it became necessary to set-up multiple sections in order to accommodate the numbers that registered. Arlington, Woodstock, Portsmouth, Gate City, Appalachia, Big Stone Gap, Hopewell and Alexandria similarly have reported immediate enthusiastic response.

In several instances distributive education coordinators from a group of adjacent communities have joined forces to offer a single centralized program. An example of this type of cooperative activity is the work being done by the distributive education coordinating staffs of Waynesboro, Staunton, and Fishersville. Coordinators of these communities have organized themselves into the "Virginia Valley Planning Commission" in order to further the development of an area program.

DeWitt Lusk, who was a participant in Richmond's first business clinic, 1947, continued his merchandising training through Virginia's adult program. He manages a prospering hardware store. Here, he practices what he has learned about "customer relations. . . ."

The Business of

ADVISORY COMMITTEES

by Jerre E. Gratz

DURING A GENERAL session of the 1957 AVA Convention, three speakers gave their impressions of advisory committees.

Let's explore an actual case experience to see why an advisory committee in business education is set up and how it functions.

Public education has come in for its share of criticism during the past few years. Possibly some criticism could be silenced through advisory committees, provided the group is made an actual working part of the school. Advice must be needed, requested, given and used to justify such a committee. A good way to find the members for an advisory committee is through your National Office Management Association (NOMA). Many members of this group will welcome the opportunity to serve. These men are interested in business, as shown by their membership in NOMA, and they are also interested in education since one of the objectives of this organization is to promote better understanding between business and education.

IN THE Cumberland Valley Joint High School, Mechanicsburg, Pa., an advisory committee was formed and invited to spend a day at the high school to learn about the program, and to offer suggestions for improvement of the business education curriculum. A tour of the school was followed by a luncheon where they had the opportunity to talk with teachers from all departments.

Later the business education teachers explained the type of preparation offered students in basic business, bookkeeping, office practice, shorthand, and typing. This procedure differs from the function of many advisory committees because the teachers pointed out to the businessmen what they *were* doing rather than asking the businessmen what they *should* be doing.

After each presentation, the advisory group asked questions and offered constructive criticism. A few of the summarizing points of the conference might be of interest to all teachers who prepare students for a specific vocation:

Most of the businessmen felt that speed in taking shorthand, in typing, and in transcription was being overemphasized. A young person, just out of high school, is not placed in a top level job that requires a high rate of speed, they said. Most of the committee said they are satisfied with a beginning worker who is neat, understands good sentence structure, and knows how to properly use reference books.

PERSONAL STANDARDS in beginning workers were stressed by the advisory group. By high personal standards the committee meant good grooming, initiative, and pride in seeing a job well done.

Knowing that businessmen show major interest in high personal standards should be of great importance to vocational teachers. There seems to be a rumbling criticism in our economy that the worker is no longer interested in "doing a day's work for a day's pay." Instead, critics charge, we now have the philosophy of seeing how much we can get paid for as little work as possible.

AS VOCATIONAL teachers, we should expect and demand a high quality of work from our students. If a teacher expects high quality work, students will produce it. If a careless student makes a passing grade, careless work will be the order of the day.

Also, according to the committee, teachers should train students to plan the work they have to do in the time allotted for it. The beginning worker who wastes time through non-planning lags behind disrupting schedules for other workers. Along this same line, the committee particularly stressed the inability of new workers to follow directions specifically.

Recent studies, they pointed out, have shown the trend of high schools to offer less than two years of bookkeeping. With the coming of the electronic age in the office they said there will be a greater need for more workers to know where the figures come from in bookkeeping. They, therefore, recommended offering more than one year of bookkeeping in the high schools.

It was generally agreed that business students should be fairly competent, possessing a rather complete knowledge of a variety of office machines. To the surprise of many, the committee felt the need to emphasize rotary and printing calculators.

What of special importance can business educators find in these comments?

Perhaps we are stressing speed at the expense of accuracy. This does not mean that we should concentrate on accuracy at the expense of speed, but, given the right working conditions, vocational teachers should turn out personnel with a high degree of accuracy and reasonable speed.

And, are we sure that we are teaching the *why* and not just the *how?* It might be a good idea to recall that "the person who knows *how* will always have a job, but the person who knows *why* will always be his boss." Let's not turn out mechanical robots who are lost when a situation changes. Give your students the *why!*

LAY-ADVISORY groups can help with vocational programs. This help need not be confined to the business, distributive or trade and industrial education departments. The agriculture and homemaking departments can also benefit.

Let's strengthen our ideal of democracy in the high schools by using lay-advisory groups.

Mr. Gratz is Assistant Professor of Business Education, State Teachers College, Shippensburg, Pennsylvania. He served as Business Education Department Head in the Cumberland Valley Joint High School from September, 1954 to June, 1957.

PAKISTAN: First Line of Defense

by Dr. M. D. Mobley

THIS IS PAKISTAN— a new country in an old land. Here I have been working for three weeks in an effort to help plan a total program of vocational education. The officials and people are anxious and willing to develop a vocational and technical program of education. It is definitely a part of their plans for the immediate future. The difficult decisions to be made are what kind of programs to develop, what priorities should be given to each and what procedure to follow. Of necessity, the development must come slowly.

Prior to 1946 Pakistan was a part of India—its people a neglected, minority group. Partition came in that year, largely on the basis of religion. This Muslim country is composed of two wings more than a thousand miles apart—East and West Pakistan—separated by India. Portions of the country had a well-developed civilization at least 2500 years B.C. West Pakistan was the gateway to conquering kings such as Cyrus, Darius and Xerxes of Persia and Alexander the Great of Macedonia. Much of West Pakistan is desert country. On the other hand East Pakistan, a vast alluvial plain, has a relatively high annual rainfall. It is especially high during the monsoon season.

EAST PAKISTAN, an area about the size of Louisiana, has a population (approximately 45,000,000) about one-fourth that of the United States. West Pakistan, a much larger area, has a population of approximately 35,000,000. The country as a whole ranks sixth in total population among the nations of the earth. At the present rate of increase the population will probably reach 100,000,000 by 1970. The average density of population per square mile in East Pakistan is slightly less than 800—with almost 12,000 persons per cultivated square mile. This, in all the world, ranks near the top in density of rural population. There is an average of about two cultivated acres per worker in East Pakistan and 5.4 in West Pakistan.

The *annual per capita income* in Pakistan is approximately *235 rupees* which *amounts* to *$49.39 at the present rate of exchange*. With the rate of increase in population, it poses quite a problem to maintain even this present low per capita income. At present only one-half the children of elementary school age are enrolled in schools. Of all the people in Pakistan, the illiteracy status in any language is about 85 per cent. Virtually all the educated people speak English. There is no single national language. Bengali is the official language in East Pakistan and Urdu in West Pakistan, though several other languages and dialects are spoken in various parts of the nation. Lack of a single national language complicates the problem of developing a nationwide program of education, as well as a communication system in general.

These are some of the conditions, described in the preceding paragraphs, which make it difficult to plan and launch an effective program of vocational and technical education for Pakistan. Yet, these conditions will never change until such a program of education is in operation on a sound and efficient basis.

ABOUT 60 PER CENT of the total income of the people of Pakistan is derived from agriculture. Until partition in 1946, there was little manufacturing in the country except in cottage industries. Since then much progress in industrial development and production has been made. Especially is this true in the establishment of textile mills for manufacturing cotton and jute products.

Both Pakistani and American officials tell me that one of the great needs of this country is trained, efficient workers on the land, in industry and business and in the home. They realize that the *survival* and *well-being* of *this new nation* is dependent, *in large measure, on the skill* and *productivity of its people;* and that this can *come only through education* with *emphasis on vocational, technical* and *scientific training.*

PAKISTAN can boast of few national resources. Its people, with the attainment of *proper skills* and *knowledge,* must of necessity *comprise its greatest resource.* I have been tremendously impressed with the innate intelligence and eagerness of the people to secure knowledge and skills that will help them increase production per acre and production per man. It is most encouraging to me to find such a favorable attitude toward ICA personnel and Americans in general. There exist splendid cooperative working relationships among Pakistani and American officials. They are working as a team in their combined efforts to strengthen the economy of this new nation and to help raise the health, education and living standards of the masses of the people.

Here in Pakistan, as in more than 40 other nations throughout the world, exists, indeed and in truth, the first line of defense against the spread of Communism. As the people of free nations battle for the minds of men, we must never forget that the best way to prevent the spread of Communism and totalitarianism is to help people acquire skills and knowledge that will make it possible for them to produce more and thus have more.

On the farms and in the industries, Pakistani workers are beginning to receive training that will help them produce more per acre and more per man. As yet, it is *just* a *meager beginning.* The *surface has not yet been scratched. The need* is *tremendous.* But the seeds of progress—*usable knowledge and skills* — are being planted. I am confident that America's efforts here in this foreign land, where a young nation is struggling for survival, will in time play an important role in helping a courageous and needy people combat poverty, disease and hunger—the greatest allies of Communism.

THE HEAD of the education program for the United States Operations Mission in Pakistan is a former vocational educator of America—H. J. B. Turner. He is a man of vision and action. This is not his first tough assignment. Through his efforts and leadership a program of vocational education, which is still functioning on a sound and effective basis, was developed in Iran. I believe that he will receive the full cooperation of

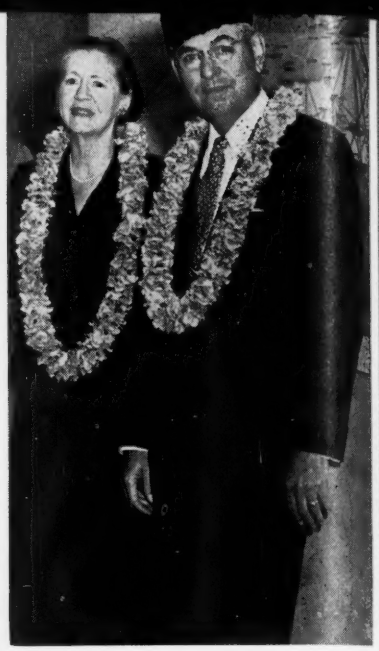
(Continued on page 35)

The Mobleys are Home!

—according to Mel Barlow

Top, the Barlow camera caught Mrs. Mobley alighting. Above, Mel, Dr. and Mrs. Mobley and Lee Ralston deep in devastating, to say the least, California charm.

Before he came home, Mr. Mobley attended the First Annual Middle Eastern Conference on Agricultural Education, held in Karachi where he is shown with participants Dr. S. H. Lintner, Agricultural Education Advisor in Iraq; Dr. C. E. Rhoad, Advisor on Agricultural and Technical Education in Iran, and Hoyt Turner, ICA Chief, Educational Division, in Pakistan (former ag teacher and trainer in Georgia.)



The Hat!

Yes, according to Mel Barlow, the JOURNAL'S unofficially official East-West-Coast-Reporter-Photographer-Mentor-and-Aide-at-Large, Dr. and Mrs. M. D. Mobley arrived in Los Angeles Nov. 24—ending almost three months of world travel and overseas duty.

"That morning," says Mel, "at 7 a.m., three sleepy but distinguished Californians (Mel, Lee Ralston, and Harold McCarter) leaned against the fence at LA International Airport, watching for a plane that, we discovered later, landed almost on top of us.

"Peering curiously at a 'Hat' that alighted, we finally recognized the man underneath as Dr. Mobley, himself.

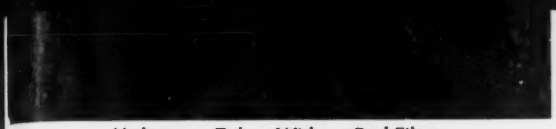
"Mrs. Mobley emerged, too, with leis presented by vocational educators in Hawaii where Dr. Mobley had addressed a group only the day before.

"Right away, they wanted to know if we had had two Fridays in our week, like they did. Of course, I hurdled that one—knowing a lot about the Date Line—but Ralston is still bewildered.

"Our native charm at its best, we greeted, and welcomed and photographed in behalf of all you 31-odd thousands of AVA members.

"Confidentially, Harld McCarter was not quite at his best after Dr. M. told us the world is round. As a matter of fact Harold's going on a nine-months' trip next year, chiefly to check up on the story. But, as usual, I'll take M. D.'s word for it.

"Well, anyway, they're back safe and sound and, just like the rest of you, we're delighted—even though we lost a few hours sleep and you didn't!"



Mahogany Taken Without Red Filter

Mahogany Taken With Red Filter

Photographic Expose!

By Howard F. Nelson

LIKE RABBITS, cameras have multiplied until the assortment of kinds and sizes baffles the uninitiated. To recommend one camera from among the hundreds available would start controversy. With all respect to the addicts of range-finder focusing, I would recommend a reflex camera for general use. These are the single lens outfits in miniature cameras, twin lens in the larger sizes and up to and including the 5" by 7" cameras.

THERE ARE dozens of 35mm cameras. All allow a view of every picture through the lens before making actual exposure. You see what you are taking up to the moment you snap. Thus, every shot turns out full-frame, parallax-free and, obviously, precisely focused. By reducing aperature opening to a predetermined setting, you readily observe depth of field, shadow patterns and textures. In most cases, a satisfactory observation of contrast can be made under the reduced aperature setting.

Twin lens cameras, and the larger single lens reflex cameras with ground glass focusing, employ essentially the same practices as outlined for the 35mm reflex. Parallax becomes a problem with the twin lens units only when making extreme close-ups, in photographing finished lapidary stones.

All these cameras accept a wide range of proxas, auxiliary lenses for close-up work. Several allow the operator to change the entire lens system or replace components when switching from normal to wide angle or telephoto. For complete information about reflex cameras, consult a buying guide.[1]

Fabulous new film with fantastic speed ratings up in the thousands has become generally available for those who like to experiment. It is almost possible to photograph a mouse at midnight in a coal bin with the basement lights off. (If you try this, let me know if the mouse blinks when the shutter clicks.)

Most "fast" films prove interesting and valuable for taking groups when a flash would disturb them. But, of greatest practical value to average photographers are the new "thin" films and those with relatively slow emulsion ratings.

Among the very slow, fine-grain films are Adox RB-14 (16), Kodak Panatomic X (25), Ilford Pan F (25) and Adox KB-14 (16). Well exposed negatives from any of these films will withstand maximum enlargement when processed in fine-grain developer. Wolbast [2] has prepared an excellent chart showing film and developer combinations to assist us in selecting the process that gives negatives capable of maximum enlargement.

For those who prefer a medium speed film of near fine-grain characteristics, Ansco Supreme (80), Ilford FP 3 (64), Kodak Verichrome (80) and Kodak Plus X (80) serve well. Negatives made on these will not withstand quite the enlargement of the other group.

As for film, decide what you want to accomplish and then settle upon one or more. Learn all about these—working characteristics and the best developer and treatment. Stay with your choice until you can improve by changing.

Many times filters are important in making a usable negative. This is especially true out-of-doors. While our eyes perceive the colors of red, blue and green together as white light, films do not. Film "sees" each color separately and reacts accordingly. Without being too technical, this problem of color on black and white film can be controlled with a basic set of four or five filters.

FILTERS STOP certain light rays, at the same time allowing others through. Because a filter absorbs these rays, it necessarily appears as colored. A red filter appears red and it also passes red rays readily.

A green filter looks green; it absorbs blue and red while allowing green light through. In use, this gives the effect of greener foliage, a more natural picture. Thus, it becomes possible to "correct" an exposure by selecting a filter that balances the finished negative.

For example, when photographing reddish woods by daylight, a Wratten A or red filter will enhance the grain detail. Try an experiment with this filter. Photograph a pretty model in a red bathing suit and see if you don't like it. If you like to see smooth, white face skin, clouds in a blue sky, a yellow or Wratten K-2 will do it. Natural blossoms of foliage result when you use a Wratten X-1 or light green filter. Actually, these filters produce the contrast required for published pictures.

PROBABLY ALL of us have photographed through glass or near water, only to have reflections glare in our pictures. The Pola-screen offers almost complete control over this obstacle. Distracting reflections on art metal projects, plastic and ceramic pieces can be minimized by the same device.

Final Admonitions!

- **Use a camera with a sufficiently "sharp" lens to record all desired detail.**
- **Focus precisely. Provide for adequate depth of field when depth is needed in the print.**
- **When photographing small detail, get up close with the necessary proxar lenses.**
- **Look beyond your immediate picture for disturbing elements.**
- **Make sure your picture tells the story you planned to get.**
- **Select film that will do your work, stick with it; do the same with developers. Change only when you can improve.**
- **Use a light meter when possible.**
- **Study a good text on photography.[3]**

[1] *1957 Photography Director and Buying Guide.* New York, N. Y.; Popular Photography, 366 Madison Ave.

[2] John Wolbast, *115 Combinations of Films, Developers.* Modern Photography. Feb., 1957. pp. 72-75.

[3] Miller and Brummitt. *This Is Photography.* Garden City, N. Y.: Garden City Books. 1952.

Dr. Nelson, Associate Professor, the Department of Industrial Education, College of Education, University of Minnesota, teaches graduate, undergraduate, off-campus extension and other types of in-service work in his field.

Association News . . .

Douglas Whitlock, Lowell A. Burkett at SCPI Convention.

AVA Presents Award of Merit Douglas Whitlock, SCPI

Douglas Whitlock, Board Chairman of the Structural Clay Products Institute, was presented with AVA's Award of Merit at the SCPI annual convention, White Sulphur Springs, W. Va., Nov. 14.

The Award, presented by Lowell Burkett, AVA Acting Executive Secretary, symbolizes vocational training in that it was designed and hand inscribed by vocational students themselves.

Mr. Burkett paid tribute to Mr. Whitlock's direction of a SCPI program of apprenticeship training that has resulted in more than 50,000 skilled journeymen since the end of World War II. During this period the average age of bricklayers has been lowered from 58 to 40 years.

Describing how Mr. Whitlock embarked SCPI on a program of mason relations activity following World War II, Mr. Burkett detailed the cooperation he enlisted from the Bricklayers, Masons and Plasterers International Union; the U. S. Dept. of Labor; the Associated General Contractors; the Mason Contractors Association of America; the National Association of Home Builders and other construction industry groups.

SCPI efforts to create a whole library of up-to-date training material were characterized by Mr. Burkett as the beginning of "an entirely new technical literature." He credited Mr. Whitlock's initiative with bringing into being a pre-job training program endorsed by the National Joint Bricklaying Apprenticeship Committee.

The AVA Award of Merit, given for the first time this year, was presented to only four people in the nation who have contributed significantly to the success of programs for more and beter vocational training opportunities.

KIEA CALLS FIRST ANNUAL CONFERENCE

The First Annual Conference of the Kentucky Industrial Education Association was held at the Kentucky Hotel in Louisville, November 1st and 2nd.

The Association registered approximately 350 members for the two day session.

Topics discussed were: *Student Selection and Training of Technicians, The Place of Crafts in the Industrial Arts Program, Wood Working in a Modern Industrial Arts Curriculum, Product Knowledge, Shop Safety, Practices and Techniques in the Teaching of Drafting, Occupational Counseling for Industrial Education Students, Problems and Practices in Teaching the General Shop* and *Problems and Implications for Industrial Arts in Light of Twentieth Century Developments.*

Dr. Robert R. Martin, State Superintendent of Public Instruction, welcomed the group, and Charles R. Crakes, De Vry Technical Institute, Chicago, spoke on *Trends and Occupational Opportunities for American Youth.* James L. Patton, State Director of Vocational Education, served as banquet speaker. His subject was *The Challenge of Industrial Education.*

Alumni breakfasts were held Saturday morning for the following institutions: Morehead State College, Murray State College, Kentucky State College, Western Kentucky State College, Eastern Kentucky State College, University of Kentucky, Stout State College, Tuskeegee Institute, Hampton Institute, and University of Louisville.

New officers are: Ray Lawrence, President; L. C. McDowell, Vice President, Trade and Industrial Education; G. T. Lilly, Vice President, Industrial Arts; Charles E. Chattin, and Van Catlett, Directors.

DE Policy and Planning Reports Philadelphia Sessions

Louise Bernard, Chairman, presided at sessions of the Distributive Education Policy and Planning Committee in Philadelphia, August 3-8.

John A. Beaumont, Director of the Distributive Education Branch, Vocational Division, U. S. Office of Education, discussed some problems that grew out of his meeting with the State Directors of Vocational Education. He said the State Directors are most interested in the further expansion of DE and they also expressed willingness to give it full support.

John A. Beaumont, Warren Meyer, and R. C. Van Wagenen were commissioned to draft a telegram to be sent to the President of the United States that read as follows:

"The distributive education personnel representing the several states and territories commend you for including distribution research as a major consideration of your conference *(Technical and Distribution Research for the Benefit of Small Business, Sept. 23-25)* for the benefit of small business.

"The distributive education program as conducted in the 48 states and territories operated through local schools is providing training programs for small businessmen engaged in all phases of distribution. We stand ready to assist in disseminating information developed at your conference to the thousands of small businessmen through distributive education training programs." *

At later meetings, the Committee elected officers: Louise Bernard, Chairman, and R. C. Van Wagenen, Secretary; discussed the fall conference scheduled by the U. S. Office of Education for DE state supervisors and teacher trainers; and planned for the annual spring meeting of the group, possibly to be held in February or March, 1958.

** Later, Secretary R. C. Van Wagenen received two recognitions of the telegram. One, from Sherman Adams, Assistant to the President, read:*

"The President wants you and those you represent to know how much he appreciated the splendid interest evidenced by the thoughtful message you sent him on the fifth. He is pleased to have this word of approval regarding the President's Conference on Technical and Distribution Research for the Benefit of Small Business.

"The fine offer of assistance in connection with the work of the Conference is deeply gratifying to the President and he has asked that it be called to the attention of the Executive Director of the Conference."

A second reply, from Lincoln Jewett, Executive Director of the Conference, read:

"The White House has asked me to thank you for your kind telegram of August 6 and your comments on the inclusion of distributive education in the President's Conference."

Association News . . .

Eva W. Scully Speaks in Nebraska

The annual business meeting and luncheon of the Nebraska Vocational Association was held in Hastings September 28 with President Glen E. Dorsey of Lincoln presiding.

Dr. Morrow Belton, Superintendent of Schools in Hastings, welcomed the group and discussed the importance of vocational education, pointing out that it should be made available to all who desire it.

Vice President Al Bang, of Grand Island, was in charge of the morning program. Cecil Stanley, Assistant Commissioner for Vocational Education and an AVA Past President, introduced Mrs. Eva W. Scully, 1957 AVA President and Arizona State Supervisor of Home Economics, whose theme was *Serving Others Through NVA and AVA.*

Using a flannel board, Mrs. Scully covered her subject in four sections: understanding, interpreting, supporting, and developing. Understanding AVA means knowing the Constitution, keeping up-to-date on publications and information, and promoting a representative membership throughout the nation. For interpretation to other people, she recommended the use of AVA's bulletin, *Your Public Relations.* Interpretation, she explained, should work two ways: the vocational educator must interpret the program ,for the public and the public must interpret its needs for the vocational educator.

Supporting the organization should include building membership and planning divisional programs of work. Development means the further development of vocational and practical arts education through growth and adaptation to the demands of today's society.

Lowell Welsh of the Milford Trade School discussed the place of the trade school in Nebraska, tracing the history of the movement, its objectives, and other developments. Milford now has about 200 veterans and 49 rehabilitation students.

Mr. Stanley discussed current legislative trends and Bernard Gyger of Omaha was appointed Chairman of the Legislative Committee.

Divisional meetings followed.

New officers are: Mrs. Wilda Carr, President; Robert Eicher, Vice President; Glen Stain, Secretary-Treasurer; and L. E. Watson, Counselor for Agriculture.

NEW OFFICERS FOR THE SHIP

Recently elected officers of The Ship are William B. Jennison, Captain; Harry E. Masters, First Mate; Paul Van Winkle, Second Mate; C. H. Clawson, Log Officer: Lois M. Corbeil, Purser; T. C. Linacre, Radio Officer; and Leonard A. Hehner, Steward. The new officers were reported by R. C. Stucker who served as Captain for the '57 Convention.

Virginia Leaders Honor Louise Bernard, "Mother of DE"

Louise Bernard, State Supervisor of Distributive Education, was honored as Virginia's "Mother of DE" at a banquet commemorating 20 years of the program's progress held at Waynesboro, its birthplace in the state.

Miss Bernard received a citation plaque from the people of Waynesboro as a token of their "appreciation, esteem and affection" for her work in making DE a vital part of the local communities and the Virginia public school system.

Louis Spilman, President and Publisher of the *Waynesboro News-Virginia,* in presenting the citation, said:

"One of the finest things that can happen in a community is the establishment of distributive education classes.

"Improving the individual strength through DE courses," he declared, "will make for better community understanding."

A number of Miss Bernard's first adult students were present in her honor.

Virginia's DE coordinators, who feel that Miss Bernard richly deserves her official "salute," said:

"This citation is presented to Miss Louise Bernard with deep gratitude and profound appreciation for her dedicated, devoted and unselfish service and her enlightened leadership in the field of distributive education in the Commonwealth of Virginia.

"She was instructor of the first distributive education classes held in Virginia, at Waynesboro, beginning May 13, 1937.

"She became the first Supervisor of Distributive Education in the State Department of Education on July 1, 1941, and still serves in that capacity.

"She has organized distributive education so effectively and so efficiently that Virginia is recognized as the leader in this field throughout the United States."

Miss Bernard is the current Chairman of AVA's Distributive Education Policy and Planning Committee.

AVA Vice President for DE Fairbrother presents Award of Merit to Lloyd White Oct. 3rd.

Special Ceremonies Held in D. C. Honor Lloyd T. White

Lloyd T. White, Vice President of Cities Service Petroleum, Inc., accepted AVA's Award of Merit at a dinner meeting for distributive educators in Washington, October 3rd.

The presentation was made by AVA's Vice President for Distributive Education Roy Fairbrother, who is State Supervisor in Wisconsin.

Hailing Mr. White's "concern for the development and improvement of practical education," AVA, in appreciation, saluted him for meritorious service with the Award of Merit, given for the first time this year.

Mr. White has rendered outstanding work, particularly in the field of distributive education, Mr. Fairbrother said.

"He has offered vital cooperation in publicizing the merits of DE and he has for many years actively helped state and local supervisors as well as the Distributive Education Clubs of America.

Mr. White said his activities in DE have become more and more of a rewarding experiences.

1957 AVA President Eva Scully greets ag teacher trainers in Nebraska.

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People

William Penn Loomis, T&I Program Specialist, Retires

After a distinguished career in the Office of Education, William P. Loomis, Program Specialist, North Atlantic Region, Trade and Industrial Education, retired October 31.

It was on December 7, 1940, that Mr. Loomis was appointed to the Division of Vocational Education to assist the States in developing instructional materials for the National Defense Training Program prior to World War II and later for the War Production Training Program.

Born and educated in Pennsylvania, Mr. Loomis began early to learn the meaning of job skills. As a teenager, he worked summers and part-time at bridge drafting, carpentry, concrete work and house painting. He was a sales clerk and bookkeeper in his father's general store, and later managed a 200-acre farm and supervised the building of two city residences.

UPON GRADUATION in 1910 from Pennsylvania State College, with a B.S. degree in electrical engineering, Mr. Loomis became geometry instructor in that college. Two years later, he went to McKeesport as assistant supervisor of manual training and teacher of mechanical drawing and woodworking.

From 1914-17, he taught mechanical drawing and science in Harrisburg, then became State Supervisor of Trade and Industrial Education in the Pennsylvania Department of Public Instruction. There, he helped to reorganize the vocational trade program to meet Smith-Hughes Law requirements.

In 1923, he received his M.A. Degree in Vocational Education at Columbia University.

From 1924-26, Mr. Loomis was professor of industrial education in the School of Education of Pennsylvania State College and established a four-year under-graduate curriculum for teachers of shop and related subjects. A graduate division was added at this time.

Mr. Loomis helped to develop an improved method of curriculum and course construction based on trade analysis, and taught both graduate and undergraduate students. In addition, he conducted classes for industrial arts teachers in summer sessions, inaugurated for the first time at Penn State.

In 1926, Mr. Loomis took a fling at business, and worked in the life insurance field until 1934. However, the world of teachers and students, shops and classrooms, books and tools, could not be denied and brought him back as Chief of the Division of Industrial Education and State Supervisor in Harrisburg.

Between 1934-36, he set up a state apprenticeship committee and inaugurated apprenticeship programs with emphasis on foreman and leadership training. In 1936 he became Director of Youth Personnel, National Youth Administration for Pennsylvania, with special responsibility for the guidance, training and employment of youth.

WITH THE CLOSE of the war and the War Production Training Program, Mr. Loomis became Specialist for Supervisory and Teacher Training in the Trade and Industrial Education Branch of the Office of Education. He was instrumental in preparing such bulletins as:

"Operation of a Local Program of Trade and Industrial Education,"

"Suggestions for Developing Instructional Materials for Supplementary Training of Apprentices,"

"Procedures for Evaluating a Local Program of Trade and Industrial Education" (American Technical Society), and

"List of Instructional Materials for the Supplementary Training of Apprentices and other 'On-The-Job' Trainees—Misc. 3243" (for which he served as consultant on a national committee).

On Sept. 2, 1951, Mr. Loomis was appointed Program Specialist, Trade and Industrial Education Branch, for the North Atlantic Region. Under his leadership, the North Atlantic Region prepared a number of publications, most noteworthy being "Three Dimensional Aids" and "Type C Programs."

HIS ENCOURAGEMENT led regional personnel to carry on special projects and to conduct numerous research studies, some available on a national scale.

Always open-minded and forthright, Mr. Loomis is noted for his amiable relationships with people. He does not expect them always to agree with him. No request for assistance was ever too great or too sudden. He carried out his responsibilities willingly, cheerfully and painstakingly, regardless of the time or energy required.

Oswego Teachers College Announces Nine Appointments

Appointment of nine new members of the Industrial Arts Education division faculty at State University of New York Teachers College, Oswego, has been announced by Dr. Foster S. Brown, president. They are:

Robert J. Babcock, Associate Professor of Elementary Industrial Arts; Joseph Braco, Supervisor of Industrial Arts Education; Robert A. Campbell, Assistant Professor of Industrial Arts Education; William S. Hanks, Assistant Professor of Elementary Industrial Arts, and John R. Pfund, Professor of Industrial Arts Education.

Also George V. Radcliffe, Associate Professor of Industrial Arts Education; John M. Shemick, Associate Professor of Industrial Arts Education; John Somerville, Assistant Professor of Industrial Arts; and Earle S. Spaar, Associate Professor of Industrial Arts.

Eckhart Jacobsen Joins University of Maryland Staff

Eckhart A. Jacobsen, who has been awarded the Doctor of Philosophy degree in Industrial Education by the University of Connecticut, has the distinction of being the first to earn a Ph.D. in this field, new to the university since 1954. The title of his dissertation is *A Comparison of Competitive and Cooperative Learning Experiences in Technical Drawing on the College Level.* His major adviser was John W. Karnes, Jr.

Dr. Jacobsen did his undergraduate work at the State College for Teachers, Oswego, New York. He attended New York University and received his Master of Science Degree from Cornell University in 1946.

His varied experience in industry included production work in the wood and metal fields and a foremanship in the Production Training Department, Norden Bombsight Company. His teaching has included work at the elementary, junior high, and high school levels.

From 1944-46 he was City Supervisor of Industrial Arts at Elmira, N. Y. From 1946 until recently he was on the staff of the State Teachers College, Fitchburg, Mass. Last September be became Associate Professor of Industrial Education at the University of Maryland.

Joseph Nerden Named Chief of Technical Institutes

Dr. Joseph T. Nerden has been named chief of the Bureau of Technical Institutes by Commissioner of Education William J. Sanders. The new bureau was formed to advance training of technicians for Connecticut industry.

Dr. Nerden will supervise operation of the Hartford Technical Institute and the new Norwalk Technical Institute, as well as development of evening programs at the 14 state vocational-technical schools. The evening programs, for employees, provide education leading to a diploma in mechanical, electrical, chemical or tool technology.

The new bureau chief will also prepare plans for two other technical institutes recommended by the State Board of Education for the Waterbury area and southeastern Connecticut.

Dr. Nerden, with the State Department of Education since 1941, has been consultant in Trade and Industrial Education and state consultant in audio-visual education. He organized the Department's audio-visual library and helped to secure licenses for three educational television channels in Connecticut.

Dr. Nerden is the author of physics textbooks and a contributor to state and national journals on vocational and technical education. He is past president of the Connecticut Audio-Visual Association and chairman for the 1958 convention of the American Vocational Association.

Around the Nation—

Opportunities for Vocational Graduates in the Navy

By Captain M. J. Luosey, USN
Director of Recruiting Services, U.S. Navy

The Navy believes in education. It was the first service to promulgate the "Stay in School" policy which has been adopted by all branches of the Department of Defense, and the first to prepare an occupational handbook. The Navy also announced the first high school graduate program and was the first to give special recognition to junior college graduates.

There are numerous examples of high school lads who have been shown the importance of the high school diploma and have returned to complete the requirements for graduation at the urging of the Naval Recruiter.

In like manner, the Navy urges young men who are capable of going to college to take that advantage of better preparing for a worthwhile vocational objective.

But, we of the Navy wish to make it clear here that we are interested in graduates of vocational schools. We respect the training they have mastered, and we offer careers that will interest them in several different ways. For example, the Navy will assure them of advanced training on the junior college level along with practical training in the field of their choice. Advanced standing in the Navy's service schools will be available to them. Along with management, educators, and labor forces, the Navy recognizes the problem of the conservation of manpower and proposes to do something about it. The Navy plans to administer tests and place vocational school graduates in just as much of an advanced position in the service schools as their training will permit. In an effort to achieve this most effectively, Navy representatives approached officers of the American Vocational Association.

REPRESENTATIVES of the U. S. Department of Labor (apprenticeship training) and the U. S. Office of Education gave much assistance in formulating plans for vocational school graduates. AVA brought vocational leaders to Washington for a three day conference. It was decided that a reciprocal arrangement should be established.

The AVA encourages educational institutions to adopt Federal Security Agency Form 114 (Rev.) prepared by personnel at the U. S. Office of Education. This will be used to give a complete story of the man's civilian training to the classification officer at the Navy Classification Center. By presenting the record to the classification officer upon entering the Naval Service, the man is assured of opportunities for advanced training and assignment in the field of his choice. His vocational training and experiences are used, he receives additional training on a junior college level, he has training on the modern mechanical devices, and he becomes a more valuable man to his country and to society in general. Each man, upon satisfactory completion of a military course of instruction, is awarded a certificate indicating the type of instruction so as to permit evaluation by apprenticeship, trade, technical, and/or professional schools in terms of the *Guide to the Evaluation of Educational Experiences in the Armed Forces,* prepared by the American Council on Education, Washington, D. C.

Then, his record becomes a valuable vehicle on a two-way street. By presenting his record and certificate to the holder's joint apprenticeship committee secretary, to his trade school dean or to his technical school admission officer it is possible to obtain advanced credit. Should he decide against a career in the Navy after his first or second enlistment, he will obtain more favorable placement in private employment. In case of a national emergency, by presenting his credentials to authorized placement officers, his assignment can be made where his special ability will be of the greatest value to him and to the nation.

We who are on active duty in the Navy feel that not all guidance counselors are fully cognizant of the career opportunities in the Navy. We attach no censure upon counselor-trainers or upon the counselors. The Navy has been remiss in not distributing guidance materials to the counselors.

During the past two years, however, every effort has been made to make vocational guidance data available to them. For example, the Navy *Occupational Handbook* was revised and reprinted, a high school subject chart was prepared indicating the use of each high school subject field in the various occupational opportunities in the Navy. Numerous pamphlets and brochures were produced with the guidance counselors in mind.

The *High School Graduate Training Program* was devised, whereby the creditable graduate may select his own area of training and is assured school training and practical experience in his selected field. The *Junior College Graduate Training Program* gives advanced assignments to the graduate in his own major area, and the vocational school graduate may select his own career and be advanced on the basis of his vocational school training. These are but a few of the efforts of the Navy to give adequate recognition to the training in the public schools.

THE NAVY is fully aware of the pride which the vocational school instructors, counselors, and administrators take in their graduates. Undoubtedly, many are capable of going further in formal educational training. This opportunity exists in the Navy.

Applicants accepted for enlistment under the vocational school program may go into one of five different fields. They may enter the electronics field which covers radio, radar, sonar and related activities and includes fifteen service schools, five of which are in the aviation group. The aviation field includes among other ratings the aviation electricians mate, the aviation guided missileman, aviation electronics technician, the aviation fire control technician, and the tradesman who is the man who develops training aid and devices used to simulate actual operating conditions.

In the hospital category men and women are trained as hospital corpsmen or as dental technicians. They are prepared for valuable billets in the Navy and equally skilled occupations in civilian life. Obviously, from the standpoint of investment and security it is hoped that these skilled personnel will select a career in the Navy.

In the regular seaman category there are 53 service schools covering even more career opportunities in the Navy. They include all types of training given in our vocational schools and technical institutes. They are the machinist, the carpenter, the engineman, the opticalman and many others where the vocational school graduate will have his choice and where he will have due recognition of his training.

THE NUCLEAR category has nine service schools giving basic training as electronics technician, electrician, instrumentman, and allied activities and a year of specialized training in nucleonics on surface ships and in submarines. There are few career opportunities open to vocational school graduates which offer more career incentives in addition to travel, training, security, medical and dental services, clothing, good salaries, and sports and recreation within a congenial group.

Admiral Holloway recently stated: "The importance of school training is fully recognized by the Navy which, through its modern recruiting and classification system, endeavors to make the best possible use of previous training and experience in assigning personnel to service schools and Navy occupations."

If a man is in a billet in which he is interested and where he is making progress, he will think of it as a career. The Navy wishes to give all credit possible for his vocational school training with no duplication in the service schools. So tell your graduates that here is a unique opportunity for a career in an unequaled service. Every opportunity is given for advancement. The Navy needs progressive, capable young men, mentally able to operate the nuclear propelled vessels of the present and the future.

Owen Harlan Returns From Overseas Service

Dr. Owen Harlan has returned to the University of the State of New York's College for Teachers at Buffalo after two years of service as Consultant to the Department of Education of the Union of Burma. There, his primary responsibility was to help in the development of a teacher-training program at the State Training College for Teachers in Rangoon. Supervisory duties, however, carried him to all parts of Burma and led to inspection trips to Hong Kong and Bangkok.

—with Vocational Education

USOE Produces Study of Education in Russia

A comprehensive report on education in the Soviet Union was released by the U. S. Office of Education Nov. 11.

The 226-page illustrated book, the result of a two-year study, is one of a series of reports on education in foreign countries. It describes the organization, curriculum, methods and policies of the Soviet educational system.

In releasing *Education in the U. S. S. R.*, U. S. Commissioner of Education Lawrence G. Derthick said:

"The report makes it clear that the Soviet government is giving increasing emphasis and support to education at all levels as an instrument to serve the political, military, and economic goals of the Soviet state at home and abroad. It is also clear that Soviet education is making an increasing contribution to the Soviet objectives, particularly in science and technology . . ."

A special section points out that vocational education in the USSR is planned to enable men and women to acquire or improve their skills, knowledge, working habits and attitudes so that they may become capable workers for the Communist cause. Over a period of 15 years the Soviets claim to have trained more than 7½ million young workers in 500 narrowly specialized trades.

Since 1940 the state has been authorized to draft annually from 800,000 to 1 million boys, 14 to 17 (now 18) for industrial training to provide workers for the mines, transportation systems, plants and factories. Girls, 15 to 18, can be conscripted for trade and railroad schools and for factory and plant-training schools.

Graduates of labor reserve schools for training semi-skilled or skilled workers are obligated to work for a specified number of years at the particular factory, mine, construction site or oil field to which they have been assigned.

Vocational agricultural education is intended to cope with developments in agrarian life complicated by the increasing population to be fed. Citizens are conscripted for and made to attend programs to study "the latest methods of work so as to improve the output of the collective and state farms."

Three-fourths of the students in the four-year semi-professional schools for technicians are said to receive monthly stipends. These are cancelled if the students' grades are below average.

The Soviet Union was reported to be graduating single-specialty engineering-type technicians at the rate of 92,000 a year in 1955, while the United States turned out 13,000 engineering technicians.

Copies are available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at $1.50.

D. C. Courtright, Principal; J. E. Fintz, Cleveland's Asst. Supt. in charge of Special Schools; Mrs. Max S. Hayes; and Joseph M. Gallagher, President, Cleveland Board of Education; admire the dedicatory plaque for Cleveland's new Max S. Hayes Trade School, dedicated at special ceremonies on October 29.

Cleveland Dedicates New Max S. Hayes Trade School

Ceremonies formally opening Cleveland's new Max S. Hayes Trade School were held October 29, dedicating the structure. . . .

"to the youth of Cleveland whose abilities, needs and desires suggest an education for a skilled trade;

"to the young men who have entered upon an apprenticeship in a skilled trade and are required by state and federal regulations to obtain training in the special skills and techniques of their trade; and

"to adults who desire further training for upgrading in their trade or who, because of changed conditions that science, invention or job displacement have brought about, must have training in new skills and techniques."

Joseph M. Gallagher, President, Cleveland Board of Education, headed a program that presented prominent representatives of education, industry and labor.

Cleveland has trained skilled workers since World War I—through two post war periods, a boom, a depression, several minor recessions and a number of critical periods of labor shortage. The new plant, functional, with room walls that can readily be expanded or contracted, was planned for adaptability to changing conditions.

Constructed at a total cost of $3,381,854.33, the building includes 34 shops, 19 related classrooms, 11 additional classrooms, and three laboratories.

It is named to honor Max S. Hayes, for more than 5 years a Cleveland editor who dedicated his work to the cause of labor.

Ohio Appoints First State Supervisor for Business

Robert D. Balthaser was appointed Ohio's first Supervisor of Business Education at the state level August 16.

Mr. Balthaser holds a BS and an MA degree in business education from the Ohio State University. He has been active in the Ohio Business Teachers Association and Delta Pi Epsilon. He taught for two years in Navy schools and had additional experience in several Ohio communities.

Rupert Evans of Illinois Accepts Fulbright Award

Dr. Rupert N. Evans, Industrial Education staff member at the University of Illinois and the recipient of a Fulbright Award, is on sabbatical leave in Japan for one year. He is lecturing at Yokohama National University and doing research in connection with the Japanese Industrial Training Association.

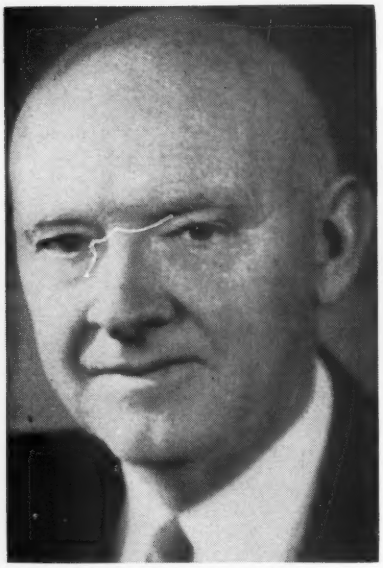
Dr. Evans and his family left Champaign September 14, planning to arrive in Japan October 1. His address is: Faculty of Economics, Yokohama National University, 41 Shimizugaoka, Minami-Ku, Yokohama, Japan.

Journal Editor Silvius Addresses Two Meetings

Dr. G. Harold Silvius addressed the industrial education teachers of the Upper Peninsula at Marquette, Mich., on October 4 on *People and Events in the Industrial Arts Awards Program.*

On October 19, he delivered the principal address at an Iowa conference of industrial arts teachers held at Iowa State Teachers College at Cedar Falls.

—In Tribute



HENDERSON L. LANHAM

Representative Henderson L. Lanham (D) of Georgia, who was announced as a recipient of AVA's Citation for Distinguished Service at the 1957 convention in Philadelphia, was killed November 10 when a train struck his car at a crossing in Rome, Ga. He was 69.

AP said a switch engine, pulling five loaded and two empty cars, carried the Congressman's auto 31 feet, throwing him out and demolishing his vehicle. He was pronounced dead at the scene.

Congressman Lanham would have been the sixth man to accept AVA's top award, if he had lived to attend the formal presentation ceremony that was scheduled for the program of the Georgia Vocational Association's annual meeting next spring.

In a press release that announced the Congressman as recipient of the Citation last summer, Executive Secretary Dr. M. D. Mobley said:

"In constantly remembering the needs of the vocational program, Congressman Lanham has made lasting contributions to America's social and economic security. Georgia's vocational programs in agriculture, distributive education, home economics and trades and industries have been a major reason why the state has had such tremendous industrial growth.

DONALD C. CAMERON

Donald C. Cameron, former Nevada State Director of Vocational Education, died at his home in Carson City, Sept. 24. He had been ill for some time .

Serving from 1930-50 as State Supervisor of Trade and Industrial Education, Mr. Cameron retired in 1950 after five years of serving also as State Director. Since then he was a consultant to several large mining corporations in the west, working particularly with Western Electro-Chemical Co.

A champion of vocational education in Nevada, Mr. Cameron won national acclaim for his work in mining schools and later for his initiation of an itinerant mining and prospector training program.

JOHN J. SEIDEL

Dr. John J. Seidel, Assistant State Superintendent of Schools for Vocational Education in Maryland, died suddenly at his home in Baltimore October 30. He was 63.

A Life Member of the AVA, he served the Association as President in 1942.

He was believed to have been recovering from influenza when he was fatally stricken.

Dr. Siedel's international stature in the field and his wide recognition as one of its foremost leaders identified his career for more than 20 years. In 1935 he was Maryland's State Director of the National Youth Administration; in 1940 he was selected to head a State Department Committee that studied vocational education in South America. Three years later he conducted a review of vocational education in New York City.

Born in Baltimore, he graduated from the city's Polytechnic Institute in 1913; earned his BS at Teacher's College, Columbia University; and his Ph.D. in education at the University of Maryland.

Before World War I he was for a time an assistant superintendent of the forge shop at Bethlehem Steel Company. During the war he became an Army flying cadet at the School of Military Aeronautics in Princeton, N. J. He entered teaching at the Fullerton High School, Baltimore County—where he later served as Principal—in 1921.

Promoted to County Supervisor of Vocational Education in 1923; Dr. Seidel was named State Director for the program in 1928. He continued in the latter position until he was named Assistant State Superintendent in 1935. He also taught summer sessions at Maryland and Johns Hopkins Universities, also at Pennsylvania State College.

The *Baltimore Sun,* in reporting his death, said:

"Large physically and in intellect, Dr. Seidel was a tireless worker whose enthusiasm never dimmed and whose influence quickened those around him.

Nature fashioned him a teacher and a leader, and he built on his natural foundations with a rigorous discipline which kept him ever on top of his job.

"He had . . . a passionate interest in youth and a rare gift for translating that interest into constructive action. . . ."

HAROLD S. FREEMAN

Harold S. Freeman, 63, who had served South Dakota as Superintendent of Public Instruction since 1948, passed away after an extended illness last May 7.

Born at Craig, Neb., Mr. Freeman was educated there and at Tekamah. He earned his AB and LL.D. at Morningside College, Sioux City, Ia., in 1919 and 1950; his MA at the University of Minnesota in 1934. He also attended graduate schools at Nebraska University, Chicago University and Sioux Falls College.

Beginning his career in education as a teacher in 1919, Mr. Freeman taught at Wessington Springs, S. D. He was Superintendent of McLaughlin, S. D., schools from 1922-28; principal of Mobridge City Schools, 1928-29; and Superintendent of Mobridge City Schools from 1929-48.

Appointed High School Supervisor in the Department of Public Instruction in 1948, he was elected to the state superintendency the same year and subsequently at 2-year intervals through 1956. He was a Past President of the South Dakota Education Association. His official duties included directing the vocational program in his state.

William G. Elliott now serves as South Dakota's Acting Superintendent of Public Instruction.

EMILY A. KING

Emily A. King, Delaware State Director of Homemaking Education since 1939, died October 6 in Wilmington after a brief illness.

State Superintendent of Schools George R. Miller, Jr., said Miss King's passing was a serious loss to home economics education in Delaware for "she had worked dedicatedly and conscientiously for many years."

Born in Washington, D. C., in 1896, Miss King attended the Carnegie Institute of Technology for two years, then transferred to Pennsylvania State College where she earned her BS in 1921 and her MS in 1927. She did additional graduate work at Columbia and the University of Tennessee.

Miss King devoted 36 years to education—as a teacher and high school supervisor as well as at the state level. She was a member of the NEA, the Delaware Association of School Administrators, the AVA Advisory Council, the National Association of Secondary School Principals, the AAUW, and Kappa Delta Pi, national educational honor society.

She is survived by a sister, Mrs. E. H. Grotenfend of Tenafly, N. J., and one nephew.

EDWARD ERICKSON

Edward E. Erickson, 77, who served as North Dakota Director of Vocational Rehabilitation for 32 years, died early in November in Jamestown, N. D.

Retiring three years ago as Director of Vocational Rehabilitation, Mr. Erickson returned to active service last year to become North Dakota's State Director of Vocational Education.

Born in Mirnesota, he attended Concordia College, Moorehead, and Mayville State Teachers College, earning his MS at North Dakota University.

He served as Walsh County Superintendent of Schools for six years and later as rural school inspector.

From the U.S. Office—

John A. Beaumont, Director of the Distributive Education Branch, attended a meeting of the Retail Advisory Committee of the Bureau of Business Education, California State Department of Education, at Santa Barbara, October 16. The purpose of the meeting was to develop information about careers in retailing that would be helpful to high school and junior college students in choosing occupational careers.

* * *

John P. Walsh, Director, Trade and Industrial Education Branch, was the guest speaker at the November 4 meeting of the Richmond, Virginia, Business and Professional Women's Club. He discussed *Womanpower and Education.*

* * *

A progress report on practical nurse education and future plans for expanding and improving programs was presented by Vera P. Hansel, Chief, Practical Nurse Education Section, Trade and Industrial Education Branch, at the annual convention of the National Federation of Licensed Practical Nurse Associations in Peoria, Illinois, September 22-25.

* * *

Lois Oliver, National Adviser, Future and New Homemakers of America, participated in the meeting of the National Women's Advisory Committee on Civil Defense held in Washington, D. C., October 21-23. State representatives of approximately sixty organizations such as Young Women's Christian Association, General Federation of Women's Clubs, American Federation of Women's Auxiliary of Labor, National Home Demonstration Council, and others attended. *Government in Emergency* was the theme.

* * *

John A. Beaumont was in Berkeley, California, on October 21 attending a meeting of directors of adult education in California junior colleges. Central theme of the meeting was the opportunities and responsibilities of junior colleges to develop and improve distributive education for adults.

* * *

On October 24, Howard K. Hogan, Consultant, Employee-Employer Relations, attended a meeting in New York sponsored by the Engineers Council for Professional Development. Curricula in technological education of the two-year post-high school during the next decade were discussed.

* * *

James H. Pearson, Assistant Commissioner for Vocational Education, and Ward P. Beard, Assistant Director, on November 12 attended the half-day session of the annual national meeting of the Chief State School Officers, held at Williamsburg, Virginia, when members of the Policy Review Committee for Bulletin No. 1 participated for the purpose of making a report on the August meeting of the Committee. An opportunity was given for informal comments in a panel presentation concerning the work of the Committee.

* * *

The Office of Education's Contribution to Practical Nurse Education was the subject discussed by Helen K. Powers, Program Specialist, Practical Nurse Education Section, Trade and Industrial Education Branch, during the meeting of the Pennsylvania State League for Nursing in Pittsburgh on November 18.

* * *

Two national conferences are being conducted by the Home Economics Education Branch. State, district, and city supervisors and assistant supervisors of home economics will meet at the Mayflower Hotel, Washington, D. C., December 2-6. Teacher educators will also meet there February 17-21, 1958. The theme for both conferences is *Home Economics in Contemporary Educational Planning.*

* * *

Education and Manpower—The Team Approach in Guiding the Development of Our Future Manpower was the subject of an address made by John P. Walsh, Director, Trade and Industrial Education Branch, when the New England Industrial Arts Teachers Association held its 20th Annual Convention in Burlington, Vermont, November 1-2.

* * *

John Farrar of the Future Farmers of America staff is scheduled to participate in several meetings at Chicago, November 29 through December 11. Included in his itinerary are the annual conventions of the National Association of Television and Radio Farm Directors, the American Agricultural Editors Association, and the American Farm Bureau Federation. He also will attend some sessions of the national 4-H Club Congress and the International Live Stock Show, and will participate in a conference to develop program plans for the 1958 Junior Fact Finding Conference which is sponsored by the Institute of American Poultry Industries. In connection with the Farm Bureau convention, Mr. Farrar serves as advisor to the Young People's Committee.

* * *

Mildred Reel, Assistant National Adviser, Future Homemakers of America, and Paul Grey, Executive Secretary, Future Farmers of America, participated in a meeting of the National Safety Council in Chicago, October 19-25. They served as advisers to the youth section of the meeting.

* * *

On October 10 and 11, Edward G. Ludtke, Program Specialist, Trade and Industrial Education Branch, served as consultant to the Gulf States Marine Fisheries Commission during its semi-annual conference in Mobile, Alabama. In addition, he was a program speaker and discussed Public Law 1027 which authorizes the appropriation of Federal funds for training in the fishing industry. Composed of five member States—Alabama, Florida, Louisiana, Mississippi and Texas — the Commission considered marine fishery activities, water pollution, Fish and Wildlife Service activities, and the future of the fishing industry.

* * *

John A. Beaumont served as consultant at a State teacher-training conference on distributive education at Olympia, Washington, October 25-26. Special emphasis at the conference was given to business trends and developments affecting occupational training in the field of distribution and to improving student clubs in distributive education.

* * *

Agricultural and Related Services for a Changing Rural Population was the theme of the 15th annual conference of professional agricultural workers held November 24-25 at Tuskegee Institute, Alabama, in which James H. Pearson, Assistant Commissioner for Vocational Education, participated. Mr. Pearson spoke on trends that have implications for vocational education.

* * *

Selma Lippeatt participated in the Pennsylvania Home Economics Graduate Day Celebration in Philadelphia on November 9. The program was sponsored jointly by Drexel Institute, Pennsylvania State University, and Temple University for the purpose of stimulating further interest in graduate study and of focusing attention on the need for home economics research.

* * *

A national conference to study the impact of the growing participation of mothers in the labor force on the rearing and development of children, held at Arden House (Columbia University) by the National Manpower Council, October 20-25, was attended by the Assistant Commissioner for Vocational Education, James H. Pearson. The 90 participants from 23 States represented education, business, labor, and other groups.

* * *

Dr. Ivol Spafford, a well-known writer and consultant in the field of home economics education and a former State Supervisor of Homemaking Education in Alabama, assisted the Home Economics Education staff in preparation for the national conference for supervisors. She selected from many sources, and prepared for presentation and distribution at the conference, findings from research that have meaning for supervisors in their administrative and supervisory functions.

* * *

A training program in the Techniques of Conference Leadership for a group of State and local persons designated by State Supervisors of Trade and Industrial Education in the area, was conducted by Earl M. Bowler, Assistant Director, Trade and Industrial Education Branch, from November 8 to 12 in Memphis, Tennessee.

—From the U.S. Office

A. H. Hollenberg, Specialist in Farm Mechanics, will participate in the annual meeting of the American Society of Agricultural Engineers, to be held in Chicago, December 15-19. Mr. Hollenberg is a member of the Agricultural Teacher Training Committee which will study plans for the development of educational information pertaining to the planning and construction of farm buildings.

* * *

Five regional conferences on Vocational-Technical Education were held during the months of October and November. Members of the Trade and Industrial Education Branch staff served as consultants at each of these conferences as follows: Richard S. Nelson, San Francisco, California, October 15-17, and Ogden, Utah, November 5-7; John P. Walsh, Milwaukee, Wisconsin, October 29-31; Earl M. Bowler, Memphis, Tennessee, November 5-7; and Howard K. Hogan, Asbury Park, New Jersey, November 12-14. The purpose of these conferences was to implement the national conference on vocational-technical education held in Washington, D. C., last May and to prepare for the Area Institutes for State and local personnel in the planning and development of vocational-technical programs to be held in the near future.

* * *

Ruthanna Russel has joined the headquarters staff of the Future and New Homemakers of America as Director of Public Relations and Editor of the magazine *Teen Times* and *Chatterbox*. For the past two years Miss Russel has held an editorial position with General Foods Corporation in New York. Previously she was with Simplicity Pattern Company and for six years was editor of *Practical Home Economics*. A native Nebraskan, Miss Russel has a B.S. Degree in home economics from the University of Nebraska, and took her Master's Degree at Teachers College, Columbia University.

* * *

Vera P. Hansel, Chief, Practical Nurse Education Section, and Helen K. Powers, Program Specialist, Practical Nurse Education Section, Trade and Industrial Education Branch, participated in a meeting of the Interim Steering Committee of the Council on Practical Nursing of the National League for Nursing, held in New York City on October 29-31. The Interim Steering Committee set up immediate and long range goals for the improvement of practical nurse education and service and explored ways and means of achieving them.

* * *

Agricultural Education Branch staff members will participate in two regional research conferences to be held during December. George O'Kelley, Teacher Training and Service Studies Specialist, will be active in both conferences. A. W. Tenney will attend the Central Region Research Conference at the University of Kentucky, Lexington, December 3-5, and H. N. Hunsicker will attend the North Atlantic Region Conference to be held in New York City, December 12-14. A small group of teacher trainers and supervisors who are specially interested in research will participate in the conference. Their purpose is to coordinate research in agricultural education that is being conducted in the various States.

* * *

At the annual meeting of the North East Ohio Education Association held in Cleveland, Ohio, on October 25, Mary S. Resh, Program Specialist, was the speaker for the Trade and Industrial Education Section. Her topic, *The Challenge of Tomorrow*, emphasized national trends that have implications for Trade and Industrial Education, tomorrow's challenge as viewed by the Office of Education, and the responsibility of teachers in meeting this challenge. In addition to vocational educators attending this meeting there were representatives of labor, management, and health agencies.

* * *

Margaret Alexander and Selma Lippeatt served as consultants at a State-wide conference for home economics teacher educators held November 7-8 at Syracuse, N. Y. Emphasis was given to identifying significant research areas of concern in homemaking education and to exploring procedures for making use of the experimental approach to program development.

* * *

John A. Beaumont, Director of the Distributive Education Branch, and Richard S. Nelson, Program Specialist, Trade and Industrial Education, conducted a regional conference on vocational training for the fishing industry at San Francisco, California, October 18-19. The conference was called by the Division of Vocational Education to assist the States in implementing P.L. 1027, 84th Congress. This legislation provides for an appropriation of funds for vocational education in the fishery trades and industry and in distributive occupations therein. This was one of a series of four such conferences scheduled throughout the country.

* * *

Meetings of the National Advisory Boards and National Executive Councils, Future Homemakers of America, and the New Homemakers of America, were held in Washington, D. C., October 9-15. The major purposes of the meetings were to make plans for program implementation for the current year and to plan the national meetings to be held during the summer of 1958. Edna P. Amidon, Margaret Alexander, Ata Lee, and Virginia Thomas met with the Advisory Boards and assisted the FHA-NHA Headquarters staffs in their work with the Executive Councils.

* * *

The seventh and last in the 1957 series of Interregional Work Conferences sponsored by the Trade and Industrial Education Branch, Practical Nurse Education Section, was held in San Francisco, October 22-25. Vera P. Hansel, Chief, Practical Nurse Education Section, conducted the conference which was attended by representatives from vocational education, practical nursing, professional nursing, and other groups in nine States.

* * *

Beulah I. Coon, Research Specialist in the Home Economics Education Branch, participated in two regional conferences for college teachers of clothing and textiles. The Eastern Regional Meeting was held November 7-9 in New York City where the group centered attention on *Creativity in Teaching Clothing and Textiles*. The Central Regional Meeting was on November 14-16 at Champaign, Illinois, with emphasis on economic and social aspects of clothing.

* * *

A new leaflet prepared by Selma Lippeatt, Misc. 3528 *Teaching Homemaking as a Career in the Nation's Schools* is now available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at five cents a copy. This brochure was designed for use by supervisors, teachers, and counselors to interest high school and college students in teaching homemaking as a career.

* * *

R. E. Naugher will meet in Birmingham, Alabama, December 13-14, with a committee of supervisors and teacher trainers to plan the program for the 1958 Southern Regional Conference for Workers in Agricultural Education. The conference is to be held March 24-28 at Little Rock, Arkansas.

NASSDE Members Pay Tribute to John B. Pope

The National Association of State Supervisors of Distributive Education passed the following resolution honoring John B. Pope, former Specialist in Distributive Education, USOE, during the 1957 AVA Convention in Philadelphia:

"Whereas, Mr. John B. Pope pioneered in the establishment of a sound distributive education program in the south; and

"Whereas, his efforts implemented the appointment of fulltime distributive education leadership in many states throughout the nation, and

"Whereas, he served with distinction as the first acting Director of Distributive Education in the U. S. Office of Education,

"Therefore Be It Resolved, that we express our heartfelt thanks and sincere appreciation to Mr. Pope for his services, and

"Be It Further Resolved, that we extend our best wishes for a happy retirement from public service and satisfaction in his new work."

New Books

Rebuilding Human Lives: The Rehabilitation of the Handicapped, Part 1, by Sidney G. Tickton. The Seventh Co., Inc., 60 East 56th St., New York 22, N. Y., 1957. 64 pages.

Up-to-date information on current salary levels in a number of fields of rehabilitation work and comparisons with salaries in other occupations are features of this technical report.

* * *

Basic Science, Fundamentals of Applied Physics, by C. Thomas Olivo and Alan Wayne. Delmar Publishers, Inc., Mountainview Ave., Albany 5, N. Y., 1957. 408 pages, $5.00.

Providing a broad background of scientific information selected from modern technology, this text incorporates sound teaching-learning techniques for mastering basic principles.

* * *

Second Injury Funds, Standards and Patterns in State Legislation, prepared by Robert G. Rodden, U. S. Department of Labor, Bureau of Labor Standards, Washington, D. C. Order from U. S. Government Printing Office, Washington 25, D. C. 61 pages.

This bulletin discusses the standards of second injury funds under state workmen's compensation laws, explaining a second injury fund, its functions, and its value

* * *

An Introduction to the Philosophy of Education, by D. J. O'Connor. Philosophical Library, 15 East 40th St., New York 16, N. Y., 1957. 148 pages, $3.75.

Intended as a primer on the philosophy of education from the viewpoint of contemporary philosophical analysis, this book relates the intellectual revolution in methods of philosophy in the last 40 years to the philosophy of education.

* * *

Main Street vs. Washington, D. C. Government Economy Committee, National Association of Manufacturers, 2 East 48th St., New York 17, N. Y., 1957. 31 pages, 25 cents.

This is a discussion of the shift of power and responsibility from state and local governments to the federal government and a plea for the restoration of responsible state sovereignty.

* * *

Vital Issues in Education. American Council on Education, 1785 Mass. Ave., N.W., Washington 6, D. C., 1957. 176 pages, $2.

This report presents a collection of discussions by authorities on issues concerned with the development of the individual student to the greatest possible extent.

* * *

New Horizons for Secondary School Teachers, by J. Lloyd Trump. Commission on the Experimental Study of the Utilization of the Staff in the Secondary School, 200 Gregory Hall, Urbana, Ill. 36 pages.

The National Association of Secondary School Principals, appointed the commission to make this study, supported by the Fund for the Advancement of Education, The Ford Foundation. The brochure deals with the role of the teacher today. Questions to be answered in local school systems and suggestions for study groups are included.

* * *

Creative Retailing. Department of Public Instruction, Box 911, Education Building, Harrisburg, Penna. 62 pages, 25 cents (Bulletin No. 381).

An instructor's manual, this bulletin applies the principles and procedures of creative thinking to a course in creative retailing. Written by Sidney J. Parnes, Field Supervisor of Adult Distributive Education, it was produced under the supervision of Robert T. Stoner, Coordinator, Pennsylvania State Director of Vocational Education, and Samuel W. Caplan, State Consultant in Distributive Education.

Five sessions are outlined. They are: warming up the group, brainstorming a retail problem, practicing members' retailing problems (two sessions), and a follow-up.

Tested and revised by 15 groups of retailers, the course is intended to leave participants with enthusiasm for the use of creative techniques in their stores.

* * *

Work Experience Education Programs in American Secondary Schools. Office of Education, Department of Health, Education, and Welfare, Washington, D. C., 1957. May be obtained from U. S. Government Printing Office. 94 pages, 45¢

This bulletin is designed to serve the local school official who wants to initiate a work experience education program or to assist in the evaluation of a program already in operation.

* * *

Visual Aids for Business and Economic Education. South-Western Publishing Co., Cincinnati 27, O., 1956. 28 pages, free.

Providing information about principles for the effective use of audio-visual aids and the means of obtaining material, this monograph is intended to promote higher standards of education.

* * *

Small Boat Lofting and Layout, by Claude W. Horst. The Bruce Publishing Company, 400 North Broadway, Milwaukee 1, Wis., 1957. 64 pages, $1.60.

This guide for boat builders and loftsmen as well as high school and college level courses in beginning naval architecture covers lofting and layout techniques for small boats. It may also be used for large boats. Detailed construction drawings are included.

* * *

Jewelry Making for the Beginning Craftsman, by Greta Pack. D. Van Nostrand Co., Inc., 12 Alexander St., Princeton, N. J., 1957. 68 pages, $3.00.

With simple explanations and helpful drawings, this guide for the beginner includes illustrations that show how designers use materials. It also offers ideas for independent work.

PAKISTAN: First Line of Defense
(continued from page 24)

Pakistani officials and with his counsel and advice, the officials of this new country will be able to develop a program of vocational education that will do for Pakistan what this phase of education has done for many nations throughout the world.

A few days ago I visited here in Karachi, capital of Pakistan, the exhibit of Soviet manufactured goods being offered for sale to foreign countries. As I viewed the tractors, grain drills, pumps for irrigation, automobiles, motorcycles, machine tools, sewing machines, bicycles, scales, meat grinders, microscopes, electric percolators, cameras, watches, porcelain and many other items, I was reminded that here was positive evidence that one of Russia's long-time goals is to increase and improve production and to give the free nations real competition for the markets of the world.

This is the battle of economy—a part of the cold war—that may last for centuries!

If they can deliver some of the articles on display at prices quoted (which I doubt) they can presently give some free nations real competition.

IF THE U. S. is to maintain its present high standard of living and provide adequate defense for the nation, we must continue to find ways to improve the quality of goods produced and increase production per man. This can only be accomplished through a superior program of research and training. The U. S. must never for a day slacken its efforts to excel in research and education—especially in vocational, technical and scientific education.

As we help other friendly free nations increase productivity of the masses, we contribute materially to the total effort of all the freedom loving countries in their fight to prevent the further spread of Communism. By assisting people to acquire skills and knowledge, essential to efficient production and distribution that will result in their producing more and having more, we are helping to eliminate poverty, hunger and disease—the major causes for the spread of Communism.

M. D. MOBLEY
Editor-in-Chief

Meeting

Manpower Requirements

FIVE REGIONAL workshops co-sponsored by the Office of Education, State Boards of Education, and cooperating educational institutions, recently brought together over 225 vocational educators from the 43 states and territories to study the implication of technological change in modern industry to vocational-technical education.

Objectives were to define the role of vocational educators in the preparation, upgrading and retraining of technicians; to analyze the skill and knowledge needed by technicians for employment in a cluster of related jobs; and to develop programs for the preparation of technicians that are adaptable to the changing needs of industry.

THE FIRST workshop, in San Francisco, October 15-17, was under the direction of Samuel L. Fick, California Chief, Bureau of Industrial Education, and Lee M. Ralston, Director of Practical Arts Education in Los Angeles County schools.

Participants from five western states discussed the role vocational education plays in training a technical work force. A discussion of the technician's role in industry followed a report presented by Mack Stoker, Regional Supervisor, T & I, Los Angeles, on a study of Los Angeles area technicians. Analyzed were the jobs of more than 700 industrial instrument, electronics, research and radio technicians as well as those of engineering assistants and laboratory technicians. Further studies of information furnished by those employed in the industry will follow.

Richard S. Nelson, Program Specialist, Trade and Industrial Education Branch, served as consultant.

FRED T. AGTHE, a representative of Allis Chalmers, speaking at a regional workshop in Milwaukee, said the "engineer shortage could be lessened by using more technicians. Allis-Chalmers wants technical institute graduates."

Another representative of industry, E. A. Edwards, x-ray department, General Electric, said:

"We now employ 150 technicians in our Milwaukee plant."

He emphasized the importance of girls and women in this work. He pointed out that "creative engineering" groups in his company include technicians as well as engineers and that two or three technicians are assigned to an engineer's working group.

The Milwaukee Workshop was held in cooperation with the Wisconsin State Board of Vocational and Adult Education and the Milwaukee School of Vocational and Adult Education. John R. Plenke, State Supervisor of T & I, was chairman; and John P. Walsh, Director, Trade and Industrial Education Branch, U. S. Office of Education, was consultant. Dr. Lynn A. Emerson, a special consultant in the T & I branch, classed technicians in three groups: engineering aid, technical supervisor, and the technical specialist.

The engineering aide needs fairly broad training with considerable emphasis on heavy proportions of mathematics and science. The technical supervisor needs the technical training in his field and in the various aspects of supervision. The technical specialist needs special training in his field which may be sometimes narrow but highly intensive. There are no sharp breaks between jobs of mechanics, technicians and engineers. They overlap.

W. A. Seeley, Tennessee Supervisor of T & I, was Director of the Vocational-Technical Education Workshop in Memphis, November 5-7. Earl M. Bowler, assistant director, Trade and Industrial Branch, was consultant.

THROUGH A review of existing organizational patterns in vocational education, an appraisal of manpower requirements, and a study of relationships between vocational education activities and other training institutions, the group established a clearer understanding of the challenge.

Von H. Robertson, Utah Supervisor of T & I, and Lorenzo Peterson, Chairman, Technical Division of Weber College, were co-directors of the workshop held at Weber College, Ogden, Utah. Richard S. Nelson was consultant and education-industry partnership was the keynote.

Industry representatives told of the immediate need for technicians in the inter-mountain area. Trade and industrial educators help meet this need by technical training programs in high schools, junior colleges, technical institutes, community colleges, adult schools and university extensions. But there must be an expanded technician training program to meet future needs.

ALBERT E. JOCHEN, Assistant Commissioner of Education in New Jersey, was the director of the North Atlantic Region workshop. Again, industry reported the acute shortage of technically trained workers.

Walter Schormann of the Bell Telephone Laboratories, said:

"Approximately one third of the 10,000 employees in the Bell Telephone Laboratories are in positions which could be classified in the general category of technicians. These persons are involved in a wide range of activities pertaining to research and development such as time computation, laboratory testing, design and building of experimental equipment and products, and drafting. Job titles include draftsmen, technical assistant, technical staff associate, senior technical staff associate, and model-making technician."

A national conference called by the Office of Education last spring served as forerunner for the five regional meetings.

Implementing the regional workshops will be some 80 area institutes, sponsored by the State Departments of Education and local districts to explore further the ways in which vocational educators meet the demand for a technically trained work force.

With The Technician's Role in Modern Industry for a theme, these area institutes will determine what technicians are, where they work, what they do, what they must know, and how many are needed. As a result of such findings, public school programs can be expanded.

Of immeasurable value will be the advisory services of industry.

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ORGANIZATION OF VOCATIONAL EDUCATION PROGRAMS?

☐ *You and Research.* How to contribute toward an expanded research program. 24 pp. Free

☐ *Administration of Vocational Education at State and Local Levels.* What local and state directors of vocational programs should do. 22 pp. Single copies free, 10 cents each in quantity.

☐ *Public Vocational Education Programs.* How different programs are arranged under the federal vocational education acts. Pamphlet by the Dept. of Health, Education, and Welfare. 16 pp. Free.

☐ *School Administrator and Vocational Education.* Questions and answers on the establishment of a vocational education program in a school. 24 pp. Single copies free. 10 cents each in quantity.

EXPLAINING VOCATIONAL EDUCATION TO THE PUBLIC?

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